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ABSTRACT

This curriculum guide on interpersonal relations in the workplace give techniques for instructors to use in evaluating these skills in their students. Eighteen competencies are included in this guide: adaptability; attendance; attitude; communication (nonverbal); communication (verbal); communication (written); confidence; cooperation; enthusiasm; grooming; initiative; leadership; loyalty; maintenance; perseverance; reliability; tact; and time management. Each competency may include performance objectives, instructional activities/worksheets, instructional materials required, method of evaluation, and information sheets. Answer keys for the worksheets and evaluations are given. Transparency masters are provided for some of the units. (NLA)

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INTERPERSONAL RELATIONSHIPS

IN THE WORKPLACE

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INTRODUCTION

This guide addresses the three domains of learning: psychomotor, cognitive, and affective. The following is a brief explanation of each.

Psychomotor

Manipulative skills, such as sharpening a pencil and making a bulletin board display, are representative of activities that are psychomotor in nature. Each performance objective has a performance standard which must be met to demonstrate student proficiency in the manipulative aspect of the competency.

Cognitive

Cognition is the mental process by which knowledge is acquired. To perform psychomotor tasks, students must think. Effective thinking is necessary for successful performance of job tasks. Students gain cognition through real and vicarious experiences. They may read, view tapes, and memorize or practice a process or procedure until they are certain of it. To test knowledge, students may be required to decide the proper procedure, method, or sequence for performance. This is cognitive activity (decision making) at its highest level. This guide enables the instructor to provide decision-making opportunities for students, thus developing their cognitive skills.

Affective

The affective domain deals with attitudes, interests and values development. Desirable behavior is the learning outcome of the affective domain. This guide presents activities created to promote an understanding of self and others in a working environment. The instructor is encouraged to use the activities to stress how attitudes, values, and goal attainment influence working relationships and productivity.

USE OF THIS GUIDE

Interpersonal Relations are vital to success in the workplace. Supervisors in industry and business have noted weaknesses in these skills in their employees. As vocational educators in South Carolina, instructors are called upon to evaluate these skills for each student on the student profile sheet. The materials in INTERPERSONAL RELATIONS IN THE WORKPLACE were developed by experienced instructors from several vocational areas to give possible techniques for instructors to use to evaluate these skills in their students. An effort was made to be generic so these materials could be adapted in all vocational areas. Other South Carolina State Department of Education publications such as JOB SEEKING AND KEEPING SKILLS are available to reinforce particular areas of interpersonal relations in the workplace so these areas are not included in INTERPERSONAL RELATIONS IN THE WORKPLACE.

The materials are arranged alphabetically by competency according to the listing of interpersonal competencies on the student profile sheet for each vocational area. Each topic in INTERPERSONAL RELATIONS IN THE WORKPLACE has a cover sheet and an information sheet giving instructors the focus of the topic and background information that can be used in discussing the topic. At least one activity is included for each topic, and transparency masters are provided for some topics. The activities are designed to be completed independently of each other with the evaluation for the topic appropriate for completion regardless of the activity or activities chosen. Activities were selected to encourage reinforcement of basic skills.

Some competencies are designed to be completed within a short period of time, some during a full class period, and some over several days. Each instructor will need to determine the appropriate time needed to cover the topic depending on the activities used and the competency. The keys to the worksheets and evaluations are printed on the back of the student master for the instructor's convenience. Instructors are encouraged to add their own activities to the competency topics.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Adaptability: Adjusting to changes in schedules, job assignments, and supervisors

PERFORMANCE OBJECTIVE

Upon completion of the activities and discussion, the student will be able to list several facts about adaptability.

INSTRUCTIONAL ACTIVITY

A. Assign student in group to give ideas about adaptability.

INSTRUCTIONAL MATERIALS REQUIRED

Copies of student worksheets of situations

EVALUATION

The student will write a paragraph about his/her feelings about adaptability.

COMPETENCY

Adaptability: Adjusting to changes in schedules, job assignments, and supervisors

Adaptability is the smooth transition from one thought, activity, or work area to another, including the ability to modify or change in one or more ways to accomplish a goal.

Adaptability can be accomplished only when certain processes occur. Some of these are as follows:

1. A willingness to change or alter plans.
2. The understanding of why this change is needed.
3. The skills to make this change successful.
4. The desire to achieve the total goal of the workplace.

Some obstacles to adaptability may be as follows:

1. Fear of not knowing the skills and subsequently appearing foolish.
2. Apprehension about the total goal.
3. Insufficient trust in the supervisor to make sound changes.
4. Concern for personal safety in altered situation.
5. Basic personality not willing to be altered.

INTERPERSONAL RELATIONSHIPS **ACTIVITY A**

COMPETENCY

Adaptability: Adjusting to changes in schedules, job assignments, and supervisors

Divide your class into workable groups and give them a copy of these situations. Have each group work for a set time (5 to 10 minutes) on these situations and present to the class two or three questions that would need to be considered before adapting to the situation.

A. You are working at McDonald's on the drive-thru side. Business is slow so your manager asks you to pick up trash on the playground. What do you think and do?

Sample questions:
How can you complete this job efficiently? Is this part of your job description? If not, do you refuse? Is it hazardous to your health?

B. You are babysitting and the mother calls and asks you to take the child and walk three blocks to the store to get her a loaf of bread. Do you do it?

Sample questions:
What is the time of day? How old is the child? Is it safe for you and/or the child? How is traffic in the area between home and store? Did she leave money for bread? Will she reimburse you if you spend your money?

C. You are scheduled to work 5 p.m. - 9:30 p.m. today. At 4:15 p.m. your manager calls and says not to come at all today. You really need those hours in your check. What do you do?

Sample questions:
Inquire if you will be paid for the hours. Inquire if you can make up those hours. Can you trade with someone scheduled to work? Does this happen often?

D. Your supervisor is out on maternity leave and her replacement, Robin, is not your favorite person. Robin calls and asks you to change your plans and work this Sunday. What is your response?

Sample questions:
Do you normally work on Sunday? Is this overtime or "comp" time? Could someone else work instead or are you the only person who can do this job? Has she assigned you this extra duty before?

COMPETENCY

Adaptability: Adjusting to changes in schedules, job assignments, and supervisors

Present to the class two or three questions that would need to be considered in each case before adapting to the situation.

A. You are working at McDonald's on the drive-thru side. Business is slow so your manager asks you to pick up trash on the playground. What do you think and do?

B. You are babysitting. The mother calls and asks you to take the child and walk three blocks to the store to get her a loaf of bread. Do you do it?

C. You are scheduled to work 5 p.m. - 9:30 p.m. today. At 4:15 p.m. your manager calls and says not to come at all today. You really need those hours in your check. What do you do?

D. Your supervisor is out on maternity leave and her replacement, Robin, is not your favorite person. Robin calls and asks you to change your plans and work this Sunday. What do you do?

INTERPERSONAL RELATIONSHIPS **EVALUATION**

COMPETENCY

Adaptability: Adjusting to changes in schedules, job assignments, and supervisors

Have the student write a paragraph about his/her feelings on adaptability using a recent work, classroom, or home situation in which he/she had to adapt.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Attendance: Being punctual

PERFORMANCE OBJECTIVE

Upon completion of any of the activities, the student will be able to define punctuality and name one workplace problem caused by the lack of employee punctuality.

INSTRUCTIONAL ACTIVITIES

A. Assign student to brainstorm problems in the workplace caused by employees' lack of punctuality.
B. Assign student to compute wages lost due to employees' lack of punctuality.
C. Assign student to act as the employer and write a "punctuality policy" for the business.
D. Instruct student to become more aware of his/her own punctuality in class.

INSTRUCTIONAL MATERIALS REQUIRED

Copies of student worksheet (Activity B)
Calculators (Activity B)
Copies of student worksheet (Activity C)

EVALUATION

The student will write a letter to a tardy employee.

COMPETENCY

Attendance: Being punctual

Punctuality could be defined as the act of being at an appointed place at an appointed time.

A student must realize how not being punctual affects him/her, as well as employers and fellow employees. For example:

A. Assembly line cannot function until all areas are manned.
B. First shift nurse cannot leave until second shift nurse arrives.
C. Jobs cannot be finished as promised to customers.

Many companies have a policy that is followed when dealing with tardiness. First, the employee is verbally counseled by the supervisor and a note included in the employee's file that the supervisor talked with the employee and the reason for the tardiness. The company has established how many verbal warnings are allowed before a written notice is given and made a part of the employee's file. The company policy also includes the number of written notices given before the employee is fired and outlines any appeal process.

INTERPERSONAL RELATIONSHIPS **ACTIVITY A**

COMPETENCY

Attendance: Being punctual

PUNCTUALITY PROBLEMS IN THE WORKPLACE

Have student brainstorm situations caused by employees being tardy/late.

Some thoughts to start the brainstorming:

1. Lateness is a bad habit to form.
2. Tardiness can cause a loss of wages.
3. Other employees depend on a person's being on time (production shift work).
4. A tardy employee may try to make up for "lost time" and produce a poor product or cause a safety problem.
5. Friction between employees occurs when punctual employees think others are "getting away with" being late.

COMPETENCY

Attendance: Being punctual

COMPUTING LOST WAGES DUE TO A LACK OF PUNCTUALITY

One of the problems with an employee's being tardy for work is the loss of wages. Listed below is a sample of this type of problem. Calculate the lost wages for this employee due to tardiness.

Sally Cook was late to work on Monday and Wednesday this week. Monday she was 15 minutes (1/4 hour) late, and Wednesday she was 30 minutes (1/2 hour) late. Sally punches a time card and is paid for a 40 hour work week at $6 an hour.

Show your work:

1. How much money will Sally lose from her paycheck this week due to her tardiness?

2. How much money will Sally lose if she continues to be tardy at this rate for a whole month? (4 weeks in a month)

3. How much money would Sally lose for a year of this tardiness problem? (52 weeks in a year)

COMPETENCY

Attendance: Being punctual

COMPUTING LOST WAGES DUE TO A LACK OF PUNCTUALITY

1. 1/4 hour + 1/2 hour = 3/4 hour × $6 = 18/4 = $4.50 lost this week
2. $4.50 × 4 weeks = $18.00 a month lost
3. $4.50 × 52 weeks/year = $234 a year lost

INTERPERSONAL RELATIONSHIPS **ACTIVITY C**

COMPETENCY

Attendance: Being punctual

PUNCTUALITY POLICY

Have student work individually or in pairs and compose the punctuality policy for the Triple A Car Wash.

Have student consider these issues:

After how many minutes is a person tardy?
After how many minutes is a person's paycheck "docked" (reduced)?
When is a person put on probation for repeated lateness?
What is this procedure?
When is a person fired because of repeated lateness?
What is this procedure?

COMPETENCY

Attendance: Being punctual

PUNCTUALITY POLICY

Consider yourself the boss at the Triple A Car Wash. Formulate the punctuality policy that you are going to have in your employee handbook.

TRIPLE A CAR WASH
Employee Punctuality Policy

INTERPERSONAL RELATIONSHIPS **ACTIVITY D**

COMPETENCY

Attendance: Being punctual

At the beginning of the grading period, put all of the students' names on a large sheet of roll paper. Label it "Perfect Attendance" and post it in the room. When a student is tardy, his/her name is crossed off the list. Reward those students whose names remain on the list at the end of the grading period.

INTERPERSONAL RELATIONSHIPS **EVALUATION**

COMPETENCY

Attendance: Being punctual

The student will write a letter from a supervisor to an employee who has been tardy every Wednesday.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Attendance: Being absent and calling in

PERFORMANCE OBJECTIVE

Upon completion of the activity, the student will demonstrate a knowledge of the importance of good attendance.

INSTRUCTIONAL ACTIVITY

A. Assign student to discuss information on attendance problems in the workplace.

INSTRUCTIONAL MATERIALS REQUIRED

Individual copies of handout

EVALUATION

The student will demonstrate an understanding of the problem of absenteeism in the workplace by evaluating statements as true or false.

COMPETENCY

Attendance: Being absent and calling in

A person who goes to work every day is a dependable employee to an employer. Employee absenteeism is a major problem for all businesses. Most employers take a strong stand on this issue and will not tolerate too many employee absences. There is a job to be completed and when employees do not report to work, the business loses money and valuable time.

When an employee must miss work because of illness or emergency, he/she should call the supervisor or designated person immediately, stating the reason why work will be missed and giving any special instructions pertaining to the job or project being worked on.

The employee should be aware of the company policy pertaining to absences. In some companies, a written doctor's excuse is necessary if more than two consecutive days are missed, and all absences are recorded for review by the manager/supervisor.

Some jobs are covered by sick leave earned as the employee works. For example, an employee may earn 1 1/4 days sick leave each month. Some companies print the accumulated sick leave on the pay stub.

INTERPERSONAL RELATIONSHIPS **ACTIVITY A**

COMPETENCY

Attendance: Being absent and calling in

INSTRUCTIONS

Distribute individual copies of "Points to Ponder About Absenteeism." After the student has read the handout, have him/her write reactions to the "Thoughts for Discussion." Then use the ideas in class discussion.

COMPETENCY

Attendance: Being absent and calling in

POINTS TO PONDER ABOUT ABSENTEEISM

Como, Jay. **Surviving on the Job.** Bloomington, IL: McKnight Publishing Company, 1983.

Were you really ill the last time you called into work sick?

Could you have gone to work with that slight headache or that upset stomach? Your attendance on the job is extremely important.

According to doctors, not all people who call in sick are really sick. In fact, if only half the people were really ill, the air would be so filled with germs that it would be unsafe to go outside of the house and breathe.

Absenteeism is a very serious problem in business today. Absenteeism is costing business in excess of $20 billion each year. This loss is made up of overtime payments, recordkeeping expenses, fringe benefits, and lost productivity due to inexperienced people substituting.

In addition to the added costs involved with absenteeism, there is the problem of strained human relations. Someone will have to do your work when you are not at work. This is upsetting to a person called at the last minute to replace you if he/she had planned something for that day.

Or, it is equally upsetting to tell an employee to stay at work an extra shift because you cannot come to work. Put yourself in this person's shoes. How would you like to have to cancel all of your plans to cover for someone who is probably not that seriously ill anyhow? Rather inconsiderate, isn't it? It is human-relations smart to go to work every day unless you are seriously ill.

The individual who fails to consider the consequences of absenteeism is foolish and immature. There is no clearer sign of immaturity than playing with fire--when you know you are going to get burned. People who take frequent days off work will get burned either by a lost promotion or ultimately a lost job. Remember that day you took off last week or last month? It is on your record in the personnel office. When it comes time for a raise or for a promotion, guess who will get passed over? Right! The person with the poor attendance record. This is the kind of information given about former employees when a reference is requested.

When should you stay home from work? Experts in human relations suggest that you stay home when your physical or emotional state may be damaging to your well-being or your productivity or harmful to others with whom you are in contact. If you are in one of those situations, indeed you should stay home. Any other time, you should be on the job and on time!

Absenteeism hurts the career you have planned in many ways. Here are a few.

1. Other workers will resent having to do your work for you, so relationships will be strained and that all-important concern of teamwork will be destroyed. It is hard to cooperate with a person on a team who is not willing to give all to the overall performance of the team.

2. A poor attendance record will cause your supervisor not to trust you. Your employer cannot rely on you to be at work to get your work done. Without this trust, recommendations for raised wages or for promotions are hard to come by.

3. These attendance records are permanent. They can be and are transferred from one company to another. Even if you do not plan to keep the job you presently have, your records are important to your future. That job you really want may be dependent upon past attendance records.

4. Employees with good work records regarding absenteeism are among the last to be cut back or released because of a lack of business. So, your attendance records are important to you in continuing the job that you presently have.

What You Should Do If You Cannot Go to Work

Here are a few suggestions to follow if you find that you cannot go to work.

1. Make sure your reason is valid and justifiable.

2. Notify the company as far in advance as possible of your decision not to come to work. This gives your supervisor time to arrange for someone to work your shift. Every business has substitute workers, but it is sometimes difficult to find someone who can come to work on short notice.

3. If a special event is coming up, ask for the day off as far in advance as possible so schedules can be changed. Personnel people have more to do than just prepare and change schedules. If someone asks you to switch hours, try to cooperate because you never know when you might need a return favor. Some businesses have gone to the practice of making employees find their own replacements when they want time off to attend special events. Cooperation among members of the work force is essential if this policy is followed in your company.

COMPETENCY

Attendance: Being absent and calling in

4. If you are going to be late for work, follow the same rules. Notify the personnel manager so an arrangement can be made for someone to cover for you. Lateness, although not as severe as absenteeism, is a big problem in business today.

A good work record is one of the most valuable assets a person can have. This record shows that you are mature and concerned about your future. A good record, free of numerous absences, shows pride--a rare quality in many people today. This pride will carry over into other areas, which will increase the chances of your success.

Thoughts for Discussion

1. How is absenteeism harmful to the individual? To the company?
2. Trace the events that occur when you are absent from work.
3. What are some guidelines to consider regarding your absence from the job?
4. Why is a good attendance record important?

INTERPERSONAL RELATIONSHIPS **EVALUATION**

COMPETENCY

Attendance: Being absent and calling in

ABSENTEEISM

After evaluating each statement, place True or False in front of the statement.

True or False

_____ 1. An employee can miss as many days as wanted as long as the employer is notified.

_____ 2. Having a minor cold isn't a good reason to be absent from work in most cases.

_____ 3. It pleases employers when employees are absent from work because they don't have to pay them for days out of work.

_____ 4. Being absent from work is justified by the death of a close family member.

_____ 5. Sufficient notice for being absent from work is five minutes before starting time.

_____ 6. Excessive absenteeism causes many employees to be dismissed from their jobs every year.

_____ 7. An employee who comes to work when scheduled is dependable.

_____ 8. A legitimate excuse for missing work is forgetting to set your alarm clock.

_____ 9. An employee may be required to submit a note from a doctor after missing work.

_____ 10. Absenteeism costs business/industry money.

INTERPERSONAL RELATIONSHIPS **EVALUATION KEY**

COMPETENCY

Attendance: Being absent and calling in

ABSENTEEISM

After evaluating each statement, place True or False in front of the statement.

False 1. An employee can miss as many days as wanted as long as the employer is notified.

False 2. Having a minor cold isn't a good reason to be absent from work in most cases.

False 3. It pleases employers when employees are absent from work because they don't have to pay them for days out of work.

True 4. Being absent from work is justified by the death of a close family member.

False 5. Sufficient notice for being absent from work is five minutes before starting time.

True 6. Excessive absenteeism causes many employees to be dismissed from their jobs every year.

True 7. An employee who comes to work when scheduled is dependable.

False 8. A legitimate excuse for missing work is forgetting to set your alarm clock.

True 9. An employee may be required to submit a note from a doctor after missing work.

True 10. Absenteeism costs business/industry money.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Attendance: Resigning from a job

PERFORMANCE OBJECTIVE

After completing the activities, the student will be able to demonstrate the correct manner to resign from a job.

INSTRUCTIONAL ACTIVITIES

A. Assign student to discuss right and wrong ways of resigning from a job.
B. Instruct student to role play a correct way and an incorrect way to give notice of resignation.
C. Assign student to write a letter of resignation.

INSTRUCTIONAL MATERIALS REQUIRED

Transparency "Right and Wrong Ways of Resigning"
Props for Activity B (may include desk and two chairs)

EVALUATION

The student will evaluate statements to determine right ways and wrong ways of resigning from a job.

COMPETENCY

Attendance: Resigning from a job

There may be several reasons that would cause an individual to quit a job:

1. A better job can be found elsewhere.
   A. Better hours
   B. More hours
   C. Better wages
   D. Better benefits

2. The present situation may change.
   A. Marriage
   B. Physically unable to continue to perform the job
   C. School conflict or graduation
   D. Transportation
   E. Family responsibilities

3. The present job may change.
   A. Location of the workplace
   B. Management
   C. Job description

The student needs to realize that the way in which a person resigns from one job may determine if he/she is hired at another since references and past employers are contacted.

It is customary to give at least two weeks' notice in writing to a supervisor to allow the company time to search, interview, and hire a replacement. The person should state a reason, if positive, and thank the company for the opportunity to work for it.

COMPETENCY

Attendance: Resigning from a job

INSTRUCTIONS

1. Make a transparency of the "Right and Wrong Ways of Resigning."

2. Using the following points, discuss each aspect with your class, adding their ideas if not on the transparency.

DO'S

Do try to solve the problem without resigning. Resigning is a very serious step that should be taken only for a good reason and after thoughtful consideration. Do not resign over a small problem. Do your best to solve any problem which arises. Speak to your employer, supervisor, or fellow workers and try to correct the situation. Resign only after all else fails. Do not resign when you are angry. Give yourself time to cool off and think it over.

Do give your employer two weeks' notice. If, after careful thought, you decide to resign for a good reason, tell your employer as soon as possible. Work schedules have to be planned and someone must be hired in your place. Be sure you do not resign **until** you have another job. If your new job starts in a month, tell your employer a month before you will be leaving. There is always the possibility that your employer will offer you a promotion or raise to get you to stay.

Do resign politely and in person. You need to leave behind a good impression when you leave a job. If your employer thinks well of you, he/she will be more willing to recommend you to other employers. Do not ask someone else to give the message of your resignation to your employer. Plan what you will say when you give notice. Be courteous and say something good about the job you are leaving. Thank your employer for giving you the opportunity to work for the company.

Do write a letter of resignation. After you give notice, a short letter of resignation is in order and makes your leaving official. Give a copy to your employer and **keep one for your records.** This method provides proof that you did not just walk away from your job but resigned properly.

COMPETENCY

Attendance: Resigning from a job

DO NOT'S

Do not resign until you have another job. Someone is more likely to hire you if you have a job. Keep your job until you have a definite job offer somewhere else.

Do not resign in anger. Give yourself time to cool down and think things out. The situation may look different to you later. You will have time to consider other solutions.

Do not tell anyone you work with that you are job hunting. If you tell your co-workers you are looking another job, the word might get back to your employer. Your boss may then decide to fire you and hire someone else before you have had a chance to locate another job.

Do not criticize your old job when you apply for a new one. You are less likely to be hired if you say bad things about your old job. Employers value loyalty and will think that you will be as loyal to them as you were to your old employer. In giving reasons for looking for a new job, focus on yourself in a positive way; for example, "I enjoy my present job in many ways, but I feel I should improve myself."

To close, ask students how they resigned from their last jobs and how they would do it differently.

COMPETENCY

Attendance: Resigning from a job

RIGHT AND WRONG WAY OF RESIGNING

DO

--Try to solve the problem without resigning.

--Give your employer two weeks' notice.

--Resign politely and in person.

--Write a letter of resignation.

DO NOT

--Resign until you have another job.

--Resign in anger.

--Tell anyone you work with that you are job hunting.

--Criticize your old job when you apply for a new one.

INTERPERSONAL RELATIONSHIPS **ACTIVITY B**

COMPETENCY

Attendance: Resigning from a job

Give the following situations to two or three students to role play the correct and incorrect ways to give notice of quitting a job. After each skit, have the class point out any positive and negative points.

Make up a situation that will cause you to quit. Present your skit to the class twice.

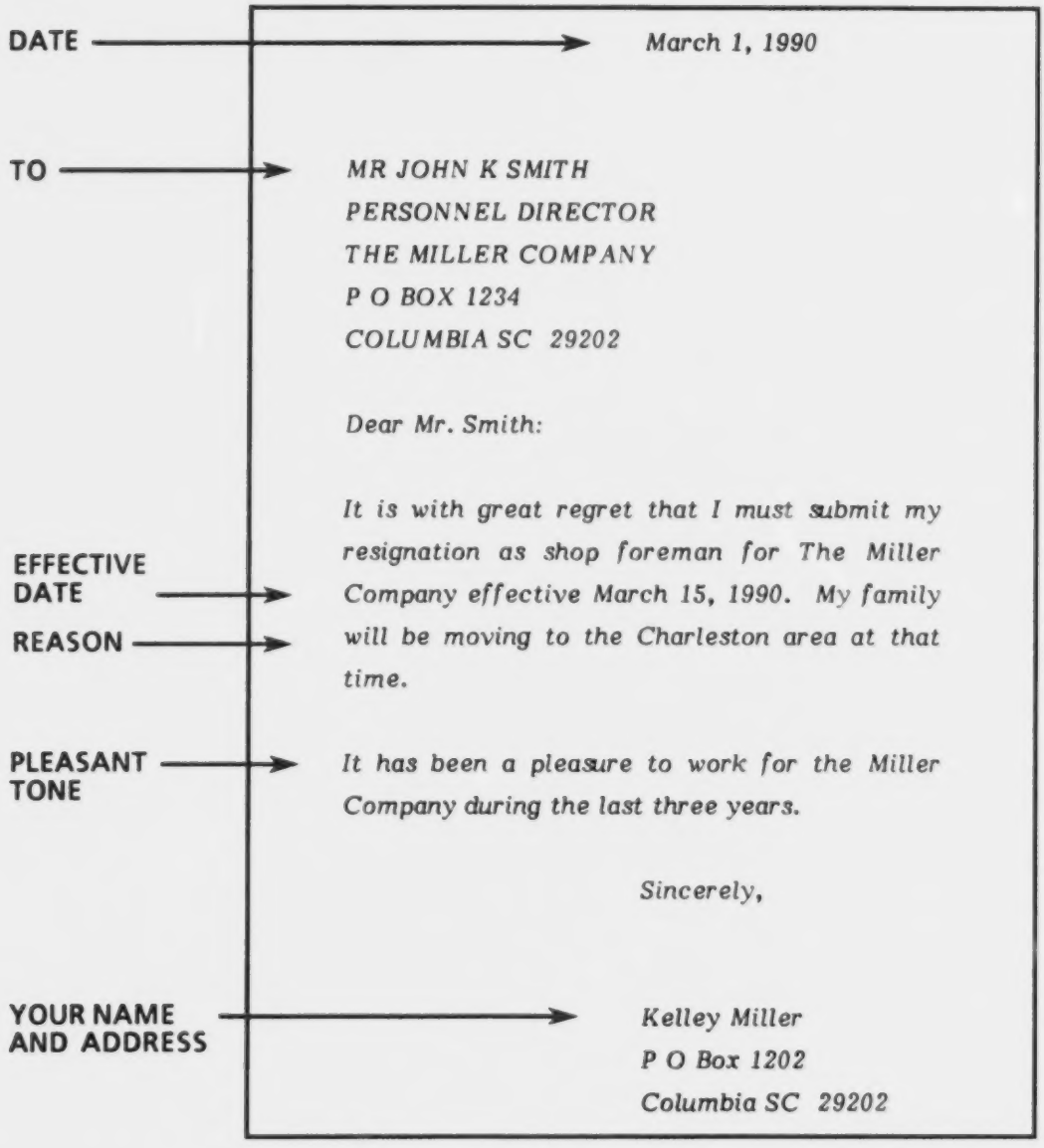
Presentation #1
Be angry.
Quit tomorrow.
Give message to co-worker to tell boss.
(Do all the negative things!)

Presentation #2
Be angry, but cool down.
Then decide. (You have been offered another job--accept other job.)
Ask to speak to supervisor; politely tell supervisor of two weeks' notice. If argumentative, stay calm.
Follow with a letter of resignation thanking the company. Keep a copy.

COMPETENCY

Attendance: Resigning from a job

Using the letter below as a guide, write a letter of resignation from your present job. Use black ink and watch spelling, grammar, sentence structure, etc.


DATE
March 1, 1990
TO
MR JOHN K SMITH
PERSONNEL DIRECTOR
THE MILLER COMPANY
P O BOX 1234
COLUMBIA SC 29202
Dear Mr. Smith:
It is with great regret that I must submit my resignation as shop foreman for The Miller Company effective March 15, 1990. My family will be moving to the Charleston area at that time.
EFFECTIVE DATE
REASON
PLEASANT TONE
It has been a pleasure to work for the Miller Company during the last three years.
Sincerely,
YOUR NAME AND ADDRESS
Kelley Miller
P O Box 1202
Columbia SC 29202

INTERPERSONAL RELATIONSHIPS **EVALUATION**

COMPETENCY

Attendance: Resigning from a job

RIGHT AND WRONG WAYS OF RESIGNING

Read each statement below. Decide if the statement is the right or wrong way of resigning from a job. Place "Do" in front of the statements which explain a right way to resign. Place "Do not" in front of the statements which explain a wrong way to resign.

_____ 1. Criticize your old job when you apply for a new one.

_____ 2. Write a letter of resignation.

_____ 3. Try to solve the problem without resigning.

_____ 4. Give your employer two weeks' notice.

_____ 5. Resign in anger.

_____ 6. Resign until you have another job.

_____ 7. Resign politely and in person.

_____ 8. Tell anyone you work with that you are job hunting.

COMPETENCY

Attendance: Resigning from a job

RIGHT AND WRONG WAYS OF RESIGNING

Read each statement below. Decide if the statement is the right or wrong way of resigning from a job. Place "Do" in front of the statements which explain a right way to resign. Place "Do not" in front of the statements which explain a wrong way to resign.

Do not 1. Criticize your old job when you apply for a new one.

Do 2. Write a letter of resignation.

Do 3. Try to solve the problem without resigning.

Do 4. Give your employer two weeks' notice.

Do not 5. Resign in anger.

Do not 6. Resign until you have another job.

Do 7. Resign politely and in person.

Do not 8. Tell anyone you work with that you are job hunting.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Attitude: Demonstrating a positive attitude

PERFORMANCE OBJECTIVE

Upon completion of instruction, the student will rate evaluative statements demonstrating understanding of attitudes.

INSTRUCTIONAL ACTIVITIES

A. Instruct student to understand motivational quotes.
B. Instruct student to illustrate examples of good attitudes in all situations.
C. Instruct student to select attitude adjustment activities when appropriate.
D. Assign student to read self improvement books.

INSTRUCTIONAL MATERIALS REQUIRED

Large jar (Activity C)

EVALUATION

The student will rate a series of statements concerning attitudes.

COMPETENCY

Attitude: Demonstrating a positive attitude

The definition of attitude includes a person's manner or position in regard to a person, place, or thing. This is an internal force that is controlled by a person's own thoughts. This attitude is displayed in verbal and nonverbal expressions.

Attitudes can be affected by the following:

- prejudices
- decisions
- physical health
- temper
- hormone production
  especially in adolescence
- finances
- self-humor
- ability to accept criticism
- family lifestyle

A person cannot trust his/her feelings. Attitudes are important in determining feelings and vice-versa. Attitudes come from within the individual and then action will follow. Don't allow feelings to determine attitudes. For example, did you feel like coming to school? Probably not, but because you had to come, you decided to come with a good attitude.

Attitude affects school, work, home, and social behavior. Attitude also affects others.

INTERPERSONAL RELATIONSHIPS **ACTIVITY A**

COMPETENCY

Attitude: Demonstrating a positive attitude

Motivational sayings--these can be used for classroom mottoes or bulletin boards.

"YOUR ATTITUDE IS MORE IMPORTANT THAN YOUR APTITUDE."

"YOU CAN'T CONTROL HOW OTHERS ACT, BUT YOU CAN CONTROL HOW YOU REACT!

"STAMP OUT STINKIN' THINKING!"

"YOUR ATTITUDE DETERMINES YOUR ALTITUDE."

"ARE YOU AN EAGLE OR A TURKEY?"

"WHEN YOU KNOW WHERE YOU'RE GOING, YOU ARE HALFWAY THERE."

"YOU SHOULD BE A THERMOSTAT INSTEAD OF A THERMOMETER."

"WE'RE NOT LOOKING FOR A BUNCH OF CHARACTERS, BUT FOR A BUNCH WHO HAVE CHARACTER."

ATTITUDE = **PRIDE** (PERSONAL RESPONSIBILITY IN DAILY EFFORT).

FIDO--FORGET IT AND DRIVE ON.

INTERPERSONAL RELATIONSHIPS **ACTIVITY B**

COMPETENCY

Attitude: Demonstrating a positive attitude

Choose five of the following topics and write a brief description of a positive behavior in each situation.

1. You were very happy about a grade you made.
2. Your parent really ticked you off.
3. You got a speeding ticket.
4. You bought the pair of jeans you really had been wanting.
5. Your pet died.
6. Today is the day your braces come off.
7. Your steady broke up with you.
8. You won the $1,000 lottery.
9. Today is your birthday.
10. You got your driver's license today.

INTERPERSONAL RELATIONSHIPS **ACTIVITY C**

COMPETENCY

Attitude: Demonstrating a positive attitude

You may choose to have a "negative" jar in your room. This jar contains small strips of paper with various activities written on each. If a student is heard or seen with a negative attitude, he/she must draw out a paper and has 24 hours to complete the activity. Upon completion of the activity, the student will report verbally or nonverbally to the teacher. The activities for the jar can be written by the teacher, the entire class, or individual students. Sample activities would be clean the boards, pick up trash, do a report, etc.

INTERPERSONAL RELATIONSHIPS **ACTIVITY D**

COMPETENCY

Attitude: Demonstrating a positive attitude

Encourage student to read a book on self-development and write a short reaction to it.

Examples:

The Power of Positive Thinking
by Dr. Norman Vincent Peale

Success Through a Positive Mental Attitude
by Stone and Hill

See You at the Top
by Zig Ziglar

Life Is Tremendous
by Charlie Jones

Tough Times Never Last, But Tough People Do!
by Robert H. Schuller

I'm OK, You're OK
by Thomas A. Harris

How to Get Control of Your Time and Your Life
by Alan Lakein

The Winner's Edge
by Denis Waitley

When I Say No, I Feel Guilty
by Manuel J. Smith

Speech Can Change Your Life
by Dorothy Sarnoff

What They Don't Teach You at Harvard Business School
by Mark H. McCormack

Leadership Secrets of Attila the Hun
by Wess Roberts

Body Language
by Julius Fast

One Minute Manager
by Kenneth Blanchard and Spencer Johnson

Succeeding Against the Odds
by Joe Johnson

How To Develop Self-Confidence and Influence People by Public Speaking
by Dale Carnegie

COMPETENCY

Attitude: Demonstrating a positive attitude

Which number (1-5) indicates the type of attitude described?

1 2 3 4 5
Negative Positive

_____ 1. Steven sucks his teeth and shrugs his shoulder when he hears the homework assignment.

_____ 2. Dad starts fussing as soon as he sees another car blocking the driveway.

_____ 3. Your boss is smiling even though the supervisor just fussed at him/her.

_____ 4. You call Mary a "turkey" after she breaks your date.

_____ 5. It is your day off but your supervisor calls you in. You go on to work, but you complain about it the entire shift.

_____ 6. No one but you cleans the shop well.

_____ 7. You can laugh about your mistake.

_____ 8. You have a wreck in your car and you are relieved that no one was hurt.

_____ 9. You lost your key and immediately retrace your steps to find it.

_____ 10. Your father is not angry when you call him to come unlock the keys from your locked car.

_____ 11. You frequently wear a frown.

_____ 12. "I can't do anything worth anything."

_____ 13. It's Friday the 13th and you cannot find your car keys. You sit down and start cursing.

_____ 14. Your boss asked you to clean the public restrooms. You figure he's not paying you enough for that, so you refuse.

_____ 15. You're almost late for work and two slow drivers in front of you stop to talk. You slam on brakes and start blowing your horn.

COMPETENCY

Attitude: Demonstrating a positive attitude

Which number (1-5) indicates the type of attitude described?

1 2 3 4 5
Negative Positive

1	1.	Steven sucks his teeth and shrugs his shoulder when he hears the homework assignment.
1	2.	Dad starts fussing as soon as he sees another car blocking the driveway.
5	3.	Your boss is smiling even though the supervisor just fussed at him/her.
1	4.	You call Mary a "turkey" after she breaks your date.
1	5.	It is your day off but your supervisor calls you in. You go on to work, but you complain about it the entire shift.
1-2	6.	No one but you cleans the shop well.
5	7.	You can laugh about your mistake.
5	8.	You have a wreck in your car and you are relieved that no one was hurt.
5	9.	You lost your key and immediately retrace your steps to find it.
5	10.	Your father is not angry when you call him to come unlock the keys from your locked car.
1-2	11.	You frequently wear a frown.
1	12.	"I can't do anything worth anything."
1	13.	It's Friday the 13th and you cannot find your car keys. You sit down and start cursing.
1	14.	Your boss asked you to clean the public restrooms. You figure he's not paying you enough for that, so you refuse.
1	15.	You're almost late for work and two slow drivers in front of you stop to talk. You slam on brakes and start blowing your horn.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Communication (nonverbal): Using body language

PERFORMANCE OBJECTIVE

Upon completion of instruction, the student will be able to list the characteristics of appropriate body language to the instructor's satisfaction.

INSTRUCTIONAL ACTIVITY

A. Assign student to discuss body language components using transparencies provided with the activity.

INSTRUCTIONAL MATERIALS REQUIRED

Transparencies
Activity sheets of illustrations

EVALUATION

The student will evaluate nonverbal communication statements and complete discussion question based on body language material presented in class.

COMPETENCY

Communication (nonverbal): Using body language

Information exchange, the purpose of communication, can be achieved through oral, written, and nonverbal behaviors. Body language is the basis of nonverbal communication and includes posture, facial expression, eye contact, distance/space, touch, gestures, and appearance. Without hearing the actual verbal exchange, an observer can evaluate an interchange between two people as to tone and outcome by evaluating the body language of the people. It has been estimated that 55 percent of communication is facial and body posture, 39 percent is voice tone, and only 7 percent is through words.

Students should be made aware of the impact body language has on people we first meet, in the interview, and in interpersonal relationships on the job in order to avoid misunderstanding and to reinforce the verbal message. Considering the components of body language should improve the delivery and receipt of the message. Encourage eye contact, good posture, and good facial expressions every day to make good body language a habit.

The way a person holds his body while communicating is a form of communication. This form of communication changes constantly during a conversation as needed.

The main posture types are the agreement or "open" posture, the neutral posture, and the disagreement or "closed" posture. Variations include postures communicating boredom, interest, respect, harmony, and dominance. The characteristics of each are the following:

Type	Characteristics
Agreement or "open" posture	Leaning head and trunk to one side, legs uncrossed, arms unfolded, hands relaxed, nodding and smiling
Neutral posture	Relaxed, hands folded in lap, crossed leg at knee
Disagreement or "closed" posture	Head erect, trunk straight, arms folded, legs crossed tightly above knee with lower knee visible
Boredom	Leaning back; head dropped leaning to one side resting on hand; stretching out legs; head turned slightly from speaker
Interest	Leaning forward, legs drawn under and back
Respect	Facing superior straight on, arms behind back to make body seem smaller
Harmony	Same posture of other person, relaxed, casual
Dominance	Hands on hips, elbows out to make body seem larger

INTERPERSONAL RELATIONSHIPS **ACTIVITY A**

COMPETENCY

Communication (nonverbal): Using body language

1. Introduce the idea of body language and its importance in communication.

2. TRANSPARENCY 1--Your Personal Appearance
An impression is made of you before you say a word, based upon your personal appearance. It takes planning and care, but your appearance is the one thing you can control. Someone physically attractive also appears to be more popular, has a better personality, gets dates, and has leadership ability and self-confidence.

3. TRANSPARENCY 2--Your Posture
No matter how tall or short, large or thin--good posture will enable you to present yourself as in control and capable.

4. TRANSPARENCY 3--Your Facial Expression
"A smile increases your face value." Note the emphasis on smiling when discussing facial expressions.

5. TRANSPARENCY 4--Your Facial Expression
"The eyes are windows to the soul." What do your eyes say about you?

6. TRANSPARENCY 5--Your Facial Expression--Tips
(There is room to add other tips you or your students might include.)

7. TRANSPARENCY 6--Cartoon
"A tail is a dog's 'PR' department--A smile is yours!"

8. TRANSPARENCY 7--Gestures
Compare some common gestures with the messages they give. Remember--actions speak louder than words.

9. TRANSPARENCY 8--Annoying Habits
(There is room to add to this list.)

10. TRANSPARENCY 9
We've talked about your personal appearance, posture, facial expression (SMILE!), gestures, and annoying habits. Let's put it all together into the IDEAL COMMUNICATION STYLE.

11. Many people have annoying nonverbal communication habits. Write a paragraph describing someone's annoying habit or gesture. Don't use names or describe them--describe the habit or gesture.

YOUR PERSONAL APPEARANCE

--Clean hair, skin, and nails

--Appropriate clothing for the situation

--Clothing neat, clean, and in good condition

--Shoes clean, polished, and in good condition

--Clothing and shoes in correct sizes

--Flattering clothing style

--Minimal cologne

--Appropriate hairstyle

--Neatly trimmed beard and mustache

--Jewelry that does not distract (size or noise)

YOUR POSTURE

Standing:

- Stand up straight with weight on both feet.
- Keep arms at your side.
- Hold shoulders back; don't slouch.
- Face the person.
- Keep appropriate distance ($1\frac{1}{2}$ - 4 feet).
- Hold head level.
- Maintain eye contact without staring.
- Shift posture for emphasis when introducing new information.

Walking:

- Walk at a steady pace.
- Hold your head up; look straight ahead.
- Walk with purpose.
- Keep arms at your side.
- Do not put hands in pockets.

Sitting:

- Keep lower back against the back of the chair.
- Lean slightly forward.
- Keep feet flat on floor.
- Rest hands in lap.
- Shift posture for emphasis.

A SMILE

INCREASES

YOUR

FACE VALUE

YOUR FACIAL EXPRESSION

Eyes	Nonverbal Message
Looking directly at someone	Authority, Interest, Sincerity
Staring or glaring for too long	Impatience, Anger, Hostility
Avoiding eye contact	Nervousness, Lack of Confidence
Staring and tightening jaw	Hostility, Anger, Aggression
Shifting eyes away to avoid direct contact	Insecurity, Disinterest, Dishonesty, Fear
Looking directly at strangers	Aggression, Threatening
Opening eyes wide; raising eyebrows	Surprise; Happiness
Blinking eyes rapidly	Surprise; Disbelief
Rolling eyes	Exasperation
Gazing around room; looking out the window	Boredom
Smiling	Warmth, Friendliness

YOUR FACIAL EXPRESSION

TIPS

- Vary your expression to coincide with the tone of the communication.
- Use expression to show you are listening and interested.
- Don't stare--look a lot with fairly long glances and definite looks away.
- Look more while listening, less while talking.
- Look away when taking up the conversation; look back when handing it back.
- Smile and make eye contact frequently to convey warmth.

A TAIL IS A DOG'S "PR" DEPARTMENT. A SMILE IS YOURS!

GESTURES

Gesture	Nonverbal Message
Shaking hands	"Welcome!"
Nodding head	Approval or agreement
Raising eyebrows	Disbelief or wonder
Holding one hand with palm facing out	"Wait a minute"
Pointing finger at someone	A warning, an accusation, emphasis
Taking a step backward while talking	Anxious to leave
Holding mouth tightly closed	Annoyed or very serious
Smiling openly	Friendliness
Tapping foot	Impatience
Shifting weight from foot to foot	Boredom, impatience
Frowning	Disagreement
Nodding head side to side	Disagreement
Folding hands together	Calmness, self-confidence
Crossing arms across chest	Authority, anger
Hands on hips	Authority, anger
Making a fist	Threat
Shuffling feet	Insecurity, discomfort, edginess, embarrassment
Smiling	Warmth, friendliness

ANNOYING HABITS

--Twirling a pencil.

--Drumming fingers on desk or counter.

--Playing with tools or items on desk.

--Cracking gum.

--Rubbing palms.

--Curling fingers of one hand around the other and changing hands.

--Playing with hair.

--Biting nails.

--Sucking teeth.

IDEAL COMMUNICATION STYLE

--Face person, hold gaze.

--Arms at sides or gently folded.

--Legs upright or gently crossed.

--Posture erect, but not rigid.

--One arm's length distance.

--No barriers (desks, equipment, etc.).

--Appropriate attire.

--Good hygiene.

--Facial expression relaxed or matching other person's.

--Control distracting gestures and annoying habits.

INTERPERSONAL RELATIONSHIPS **ACTIVITY B**

COMPETENCY

Communication (nonverbal): Using body language

1. The instructor will demonstrate the postures with students identifying the characteristics dominant for each type. The instructor will exaggerate the characteristics for the following nonverbal communication posture variations:

   Disagreement/"Closed Posture"
   Neutral
   Agreement/"Open Posture"
   Interest
   Boredom
   Dominance and Submission
   Respect
   Harmony

2. Given activity sheets with illustrations of the postures, the student will label each drawing with the appropriate type and characteristics.

3. The student will complete the matching activity sheet, matching type with characteristics.

4. The instructor will go over the activity sheet, noting posture type and characteristics and repeating demonstration if necessary. The instructor should reinforce and praise positive posture.

COMPETENCY

Communication (nonverbal): Using body language

Match the following characteristics with the appropriate behavior:

_____ 1. Leaning forward, legs drawn back.

_____ 2. Hands folded in lap, body relaxed, leg crossed at knee.

_____ 3. Head erect, back straight, arms folded, legs tightly crossed above knee with lower knee visible.

_____ 4. Leaning back, head tilted to side supported by hand, stretched out legs.

_____ 5. Hands on hips, elbows out.

_____ 6. Same posture as other person.

_____ 7. Legs uncrossed, leaning head and trunk to one side, arms unfolded, hands relaxed, nodding, smiling.

_____ 8. Facing superior straight on, arms behind back.

a. Agreement "Open Posture"

b. Boredom

c. Dominance

d. Disagreement "Closed Posture"

e. Harmony

f. Interested

g. Neutral

h. Respectful

COMPETENCY

Communication (nonverbal): Using body language

Match the following characteristics with the appropriate behavior:

f.	1. Leaning forward, legs drawn back.	a. Agreement "Open Posture"
g.	2. Hands folded in lap, body relaxed, leg crossed at knee.	b. Boredom
d.	3. Head erect, back straight, arms folded,legs tightly crossed above knee with lower knee visible.	c. Dominance
b.	4. Leaning back, head tilted to side supported by hand, stretched out legs.	d. Disagreement "Closed Posture"
c.	5. Hands on hips, elbows out.	e. Harmony
e.	6. Same posture as other person.	f. Interested
a.	7. Legs uncrossed, leaning head and trunk to one side, arms unfolded, hands relaxed, nodding, smiling.	g. Neutral
h.	8. Facing superior straight on, arms behind back.	h. Respectful

INTERPERSONAL RELATIONSHIPS **ACTIVITY B-2**

COMPETENCY

Communication (nonverbal): Using body language

Give each student a copy of the student worksheets containing the eight illustrations. Instruct the student to identify each drawing with the type of posture shown and list the characteristics of each. Discuss each illustration using the key as a guide.

COMPETENCY

Communication (nonverbal): Using body language

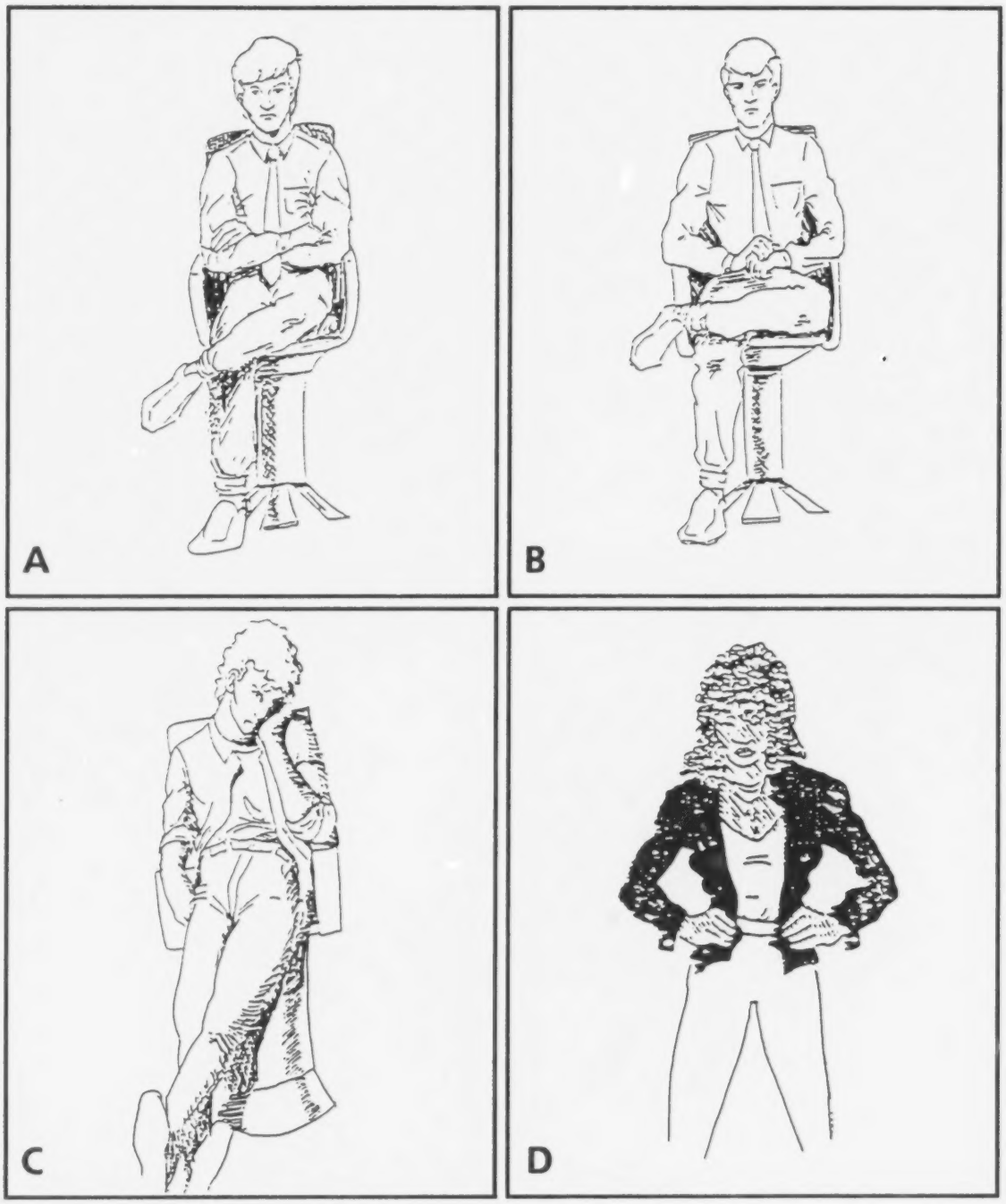
Give each student a copy of the student worksheets containing the eight illustrations. Instruct the student to identify each drawing with the type of posture shown and list the characteristics of each. Discuss each illustration using the key as a guide.

A.	Closed Posture	- Head erect, trunk straight, arms folded, legs crossed tightly above knee with lower knee visible
B.	Neutral	- Relaxed, hands folded in lap, crossed leg at knee
C.	Boredom	- Leaning back, head dropped leaning to one side resting on hand, stretching out legs, head turned slightly from speaker
D.	Dominance	- Hands on hips, elbows out to make body seem larger
E.	Interest	- Leaning forward, legs drawn under and back
F.	Boredom	- Leaning back, head dropped leaning to one side resting on hand, stretching out legs, head turned slightly from speaker
G.	Harmony	- Same posture of other person, relaxed, casual
H.	Respect	- Facing superior straight on, arms behind back to make body seem smaller

COMPETENCY

Communication (nonverbal): Using body language

Identify each drawing with the type of posture shown and note the characteristics.



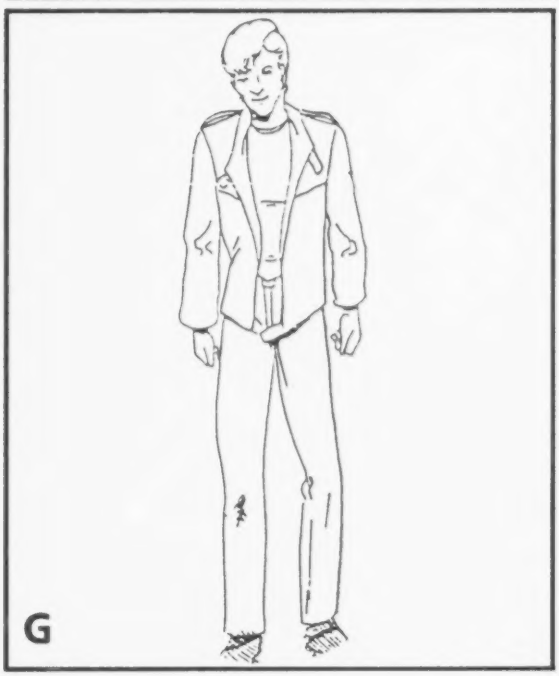
COMPETENCY

Communication (nonverbal): Using body language

Identify each drawing with the type of posture shown and note the characteristics.

E

F



G

H

INTERPERSONAL RELATIONSHIPS **EVALUATION**

COMPETENCY

Communication (nonverbal): Using body language

True or False

_____ 1. A person should look constantly at the other person when conversing.

_____ 2. Blinking eyes rapidly is a sign of surprise.

_____ 3. Your clothing is a part of nonverbal communication.

_____ 4. Leaning forward is an example of boredom.

_____ 5. "Walk with purpose" means to act with confidence and be in control.

Think and Discuss

How can you tell from nonverbal behavior when you are not being told the truth?

COMPETENCY

Communication (nonverbal): Using body language

True or False

False 1. A person should look constantly at the other person when conversing.

True 2. Blinking eyes rapidly is a sign of surprise.

True 3. Your clothing is a part of nonverbal communication.

False 4. Leaning forward is an example of boredom.

True 5. "Walk with purpose" means to act with confidence and be in control.

Think and Discuss

How can you tell from nonverbal behavior when you are not being told the truth?

Suggestions:
Lack of eye contact.
Shifting stance.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Communication (nonverbal): Interpreting facial expressions

PERFORMANCE OBJECTIVE

Upon completion of instruction, the student will determine the nonverbal emotional behavior demonstrated.

INSTRUCTIONAL ACTIVITY

A. Instruct student to analyze the six basic human emotions (happiness, sadness, anger, disgust, surprise, and fear) by facial expression only.

INSTRUCTIONAL MATERIALS REQUIRED

Index cards
Old magazines
Scissors
Glue sticks/tape

EVALUATION

The student will distinguish basic emotions in illustrations.

COMPETENCY

Communication (nonverbal): Interpreting facial expressions

The six basic emotions are happiness, sadness, anger, disgust, surprise, and fear. Most behaviors exhibited by humans are a combination of these basic emotions. The basic emotions are characterized by the following facial characteristics:

	Mouth	Eyes
Happiness	Smiling	Wrinkles around eyes
Sadness	Downturned	Raised eyebrows; lowered upper eyelids
Anger	Lips pressed together	Penetrating stare; lids tense; brows lowered and drawn
Disgust	Wrinkled nose and raised upper lip	Lower eyelid pushed up; brows lowered
Surprise	Jaw drops; mouth open	Eyes wide open; raised brow
Fear	Mouth open and lips may be drawn back tightly	Brows raised and drawn together; eyes open and tense; lower lid raised

In the world of work, employees must control the display of these emotions in their verbal and nonverbal communication. People trust facial expression and body language 55% of the time, over 38% for tone of voice/speech, and 7% for the actual words. Nonverbal communication and kinesics is composed of 4 major factors: facial expression, space/distance, gestures, and posture. About 65% of your message is received not through the words you use but through these factors. People control facial expression better than the body language when lying (fidgeting, increased self-touching, apologetic gestures, and shifting glances). How well a student "listens" to the nonverbal communication of others and displays appropriate nonverbal behaviors will determine successful human relations.

INTERPERSONAL RELATIONSHIPS **ACTIVITY A**

COMPETENCY

Communication (nonverbal): Interpreting facial expressions

1. List a human emotion on an index card (happiness, sadness, anger, disgust, surprise, and fear). You may want to include suggested eye and mouth patterns.
2. Ask for class volunteers or select students to participate.
3. A student selects a card and displays that emotion (without speaking) as a facial expression (only facial).
4. Have the other class members write the name of the emotion on a separate sheet of paper as the title and list the characteristics of the emotion displayed by the student.
5. Poll the class and write the emotion on the chalkboard with the main characteristics below.
6. Repeat until all six emotions are listed.
7. Using magazines, newspapers, etc., have each student find examples of the emotion and paste to that sheet. Post on bulletin board.
8. Close by pointing out how we communicate without speaking through facial expression. Success may depend on "listening" and displaying the appropriate behavior.

COMPETENCY

Communication (nonverbal): Interpreting facial expressions

Below each of the drawings, tell which of the six basic human emotions is shown and point out two characteristic facial gestures of that emotion.

INTERPERSONAL RELATIONSHIPS **EVALUATION KEY**

COMPETENCY

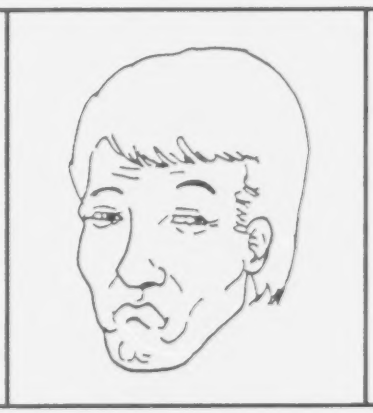
Communication (nonverbal): Interpreting facial expressions

Below each of the drawings, tell which of the six basic human emotions is shown and point out two characteristic facial gestures of that emotion.

Happiness

Smiling

Wrinkles around eyes



Sadness

Downturned mouth

Raised eyebrows

Anger

Lips pressed together

Penetrating stare

Disgust

Wrinkled nose

Brows lowered

Surprise

Jaw drops

Mouth open

Fear

Mouth open

Eyes open and tense

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Communication (nonverbal): Interpreting gestures

PERFORMANCE OBJECTIVE

Upon completion of instruction, the student will be able to demonstrate an appropriate handshake to the instructor's satisfaction.

INSTRUCTIONAL ACTIVITY

A. Instruct student to demonstrate and practice the proper handshake.

INSTRUCTIONAL MATERIALS REQUIRED

None

EVALUATION

The student will demonstrate an appropriate handshake.

COMPETENCY

Communication (nonverbal): Interpreting gestures

In addition to verbal and written communication, nonverbal communication relates a message to the listener/receiver. One component of nonverbal communication is gesturing or hand movements.

When people's arms are folded across their chests, this resembles a barrier or protection from others. Folded arms could also indicate people's need to hug themselves as a form of comfort, self-consciousness about their figures, or simply that they're cold and trying to warm up. Gestures alone cannot be judged, but when evaluated as a part of the total nonverbal communication, gestures can be used as a valid indicator of the people's feelings. Note the behavior ("I see your arms folded across your chest.") and then request an explanation ("I guess you're feeling a little alone and frightened."). Nonverbal communication has then been translated into verbal communication.

Many gestures contribute to communication; yet, many are hindrances. Making students aware of the impact of gestures will improve the effectiveness of their nonverbal communication. The first impression is made through a firm, confident handshake.

INTERPERSONAL RELATIONSHIPS **ACTIVITY A**

COMPETENCY

Communication (nonverbal): Interpreting gestures

A handshake is one of the most common gestures of greeting. A person is measured by his/her handshake.

1. Explain to students the etiquette of handshaking.
   a. Two people will handshake while verbally expressing a greeting.
   b. A man should take a cue from a woman when a handshake is appropriate.
   c. Be on the same level--both standing or both seated.

2. Demonstrate and explain how to give a firm handshake. A handshake should be firm and warm. The right hand should be extended with thumb up and little finger down. Firmly grasp the other hand and fold the thumb across the back of the other hand and the fingers around under the other hand. Grasp firmly, squeezing slightly. Shake firmly in an up and down motion several times, and release. Don't over shake, hold too long, or give a "limp, wet fish" grasp. Smile, make eye contact, and say something pleasant.

3. Have students practice the handshake with each other and the instructor.

4. Require the handshake whenever meeting a student around school or for entrance into the classroom.

INTERPERSONAL RELATIONSHIPS **EVALUATION**

COMPETENCY

Communication (nonverbal): Interpreting gestures

The instructor will evaluate each student's handshake.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Communication (nonverbal): Determining space/distance

PERFORMANCE OBJECTIVE

Upon completion of instruction, the student will determine the correct distance between communicators.

INSTRUCTIONAL ACTIVITY

A. Instruct student to participate in class discussion on distance zones.

INSTRUCTIONAL MATERIALS REQUIRED

Evaluation sheet

EVALUATION

The student will determine the correct distance for communicators for effective nonverbal communication.

COMPETENCY

Communication (nonverbal): Determining space/distance

A person feels most comfortable when the proper distance is kept between him and others. There are four zones of comfort.

Zone	Distance	Characteristics
Intimate	Within 18"	Close enough to touch, hug; sense body heat, body odor.
Personal	1½'-4'	Minimizes direct contact; louder speech; looking is more important than touching; easier to focus--see more of person.
Social	4'-12'	Visual cues more important; voices louder.
Public	12'	Speaker/audience; voices louder; little detail of facial expression.

Distance should be considered for the most effective communication. Different sexes and cultures relate to distance/space in different ways. Latin Americans move in very close, even to strangers. When meeting someone in a congested area, a man usually will stretch out his right hand and move forward facing the person, touching if needed. A woman usually puts her left arm across the breast and turns away from the person that passes.

INTERPERSONAL RELATIONSHIPS **ACTIVITY**

COMPETENCY

Communication (nonverbal): Determining space/distance

1. Using the Information Sheet, discuss the four zones or distances in communicating effectively.

2. Have student give you examples for each type.

Zone	Distance		Examples of Communicators
Intimate	Within 18"	-	Good friends, family, lovers, sports competitors
Personal	1½'-4'	-	Conversation between two people
Social	4'-12'	-	Conversation around the dinner table, group project activities
Public	12'	-	Calling to friend, observing sports competition, speech to large group, concert

3. Have a student stand in front of the room. Talk and move slowly closer until the student reacts (steps back, speaks, etc.). Have the student describe how he/she felt (intimate zone).

4. Discuss with student the following:

   A. What do you do when you get in an elevator that has two passengers? (Split the difference of space and look at floor numbers over door--Personal zone)

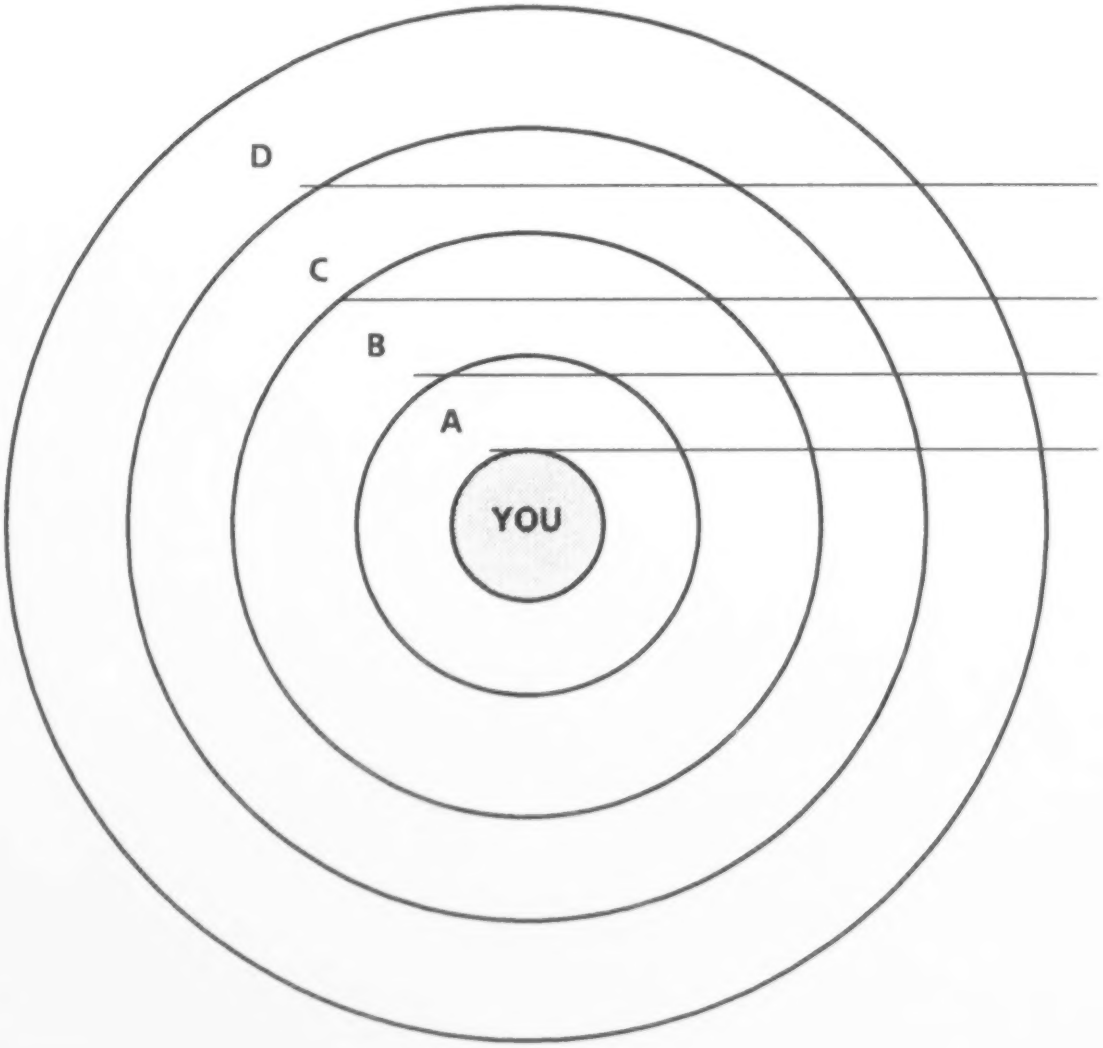
   B. How do you feel when a stranger puts his arm around you in a store? (Uncomfortable--Intimate zone)

   C. How do you choose your seat in a partially filled theater? (Usually find an empty area and sit near the center of it--Public zone)

   D. Why is a performer several feet from an audience? (Separation--not too intimate or personal--Public zone)

COMPETENCY

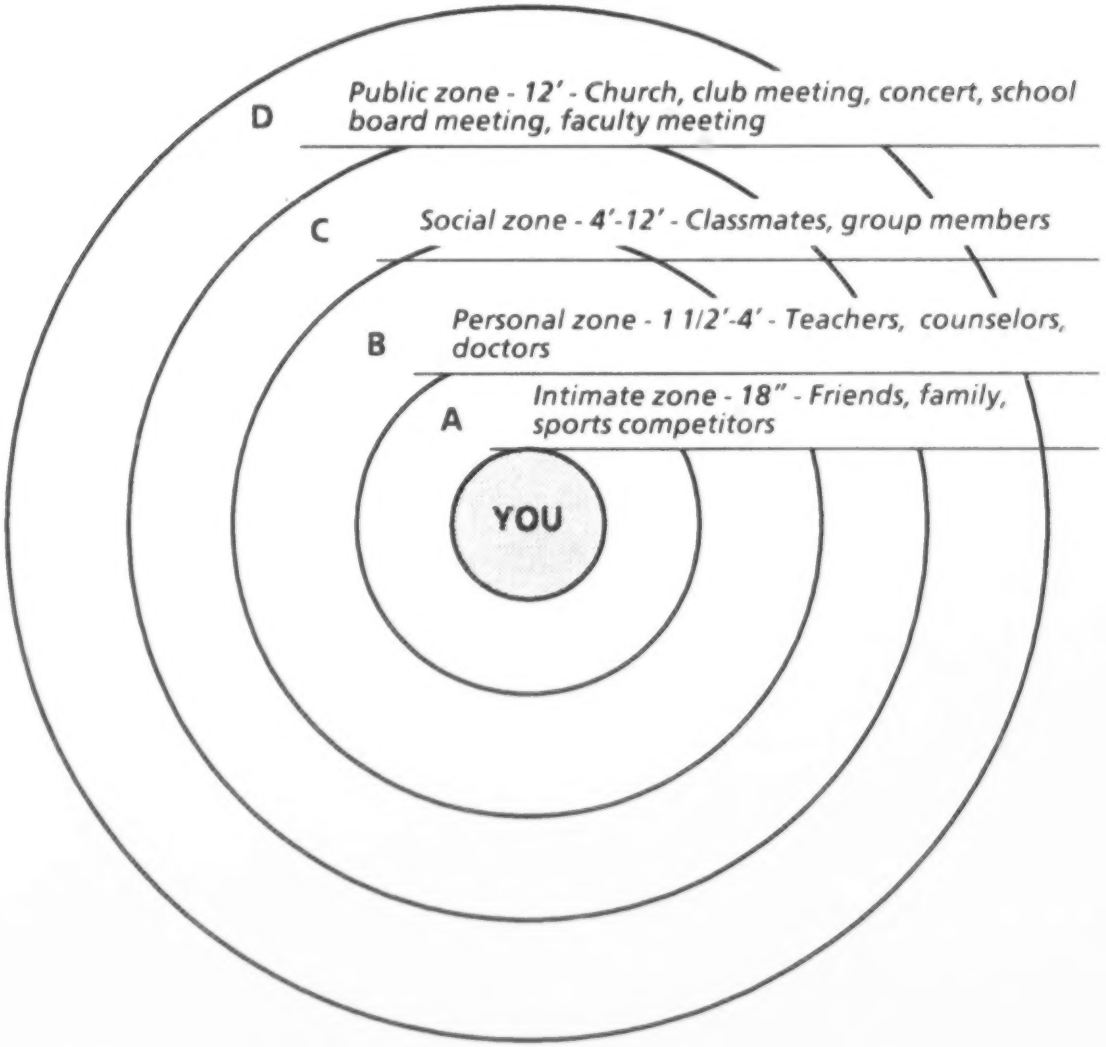
Communication (nonverbal): Determining space/distance



Label the distance zones above with the appropriate category and distance. Give an example in each area of whom you would allow in that distance zone.

COMPETENCY

Communication (nonverbal): Determining space/distance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Public zone - 12' - Church, club meeting, concert, school board meeting, faculty meeting
C
Social zone - 4'-12' - Classmates, group members
B
Personal zone - 1 1/2'-4' - Teachers, counselors, doctors
A
Intimate zone - 18" - Friends, family, sports competitors
YOU

Label the distance zones above with the appropriate category and distance Give an example in each area of whom you would allow in that distance zone.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Communication (verbal): Performing introductions

PERFORMANCE OBJECTIVE

Upon completion of this unit, the student shall perform the correct introduction process between two or more people.

INSTRUCTIONAL ACTIVITY

A. Instruct student to make proper introductions.

INSTRUCTIONAL MATERIALS REQUIRED

Index cards

EVALUATION

The student will introduce two people.

COMPETENCY

Communication (verbal): Performing introductions

Introductions are used to give people information about someone they have not met previously. A good introduction should include the following:

1. The complete names with titles.
2. The name as called.
3. An interesting fact about each person.
4. Some common point of interest between the two people.

The introducer should speak clearly and not hurriedly. The key to a good introduction is to say the person's name who is most important first, talking to him/her, and then say the other person's name. For example, "Senator Smith, this is my mother, Mrs. Ann Jones. She is also a fan of jazz music. Mom, I would like you to meet Senator Robert Smith, the Senator from (state)."

Some factors to use when determining who is more important: elected official, age, odd person in the group (new or from out of town or a guest), a customer, a person in authority, etc.

INTERPERSONAL RELATIONSHIPS **ACTIVITY A**

COMPETENCY

Communication (verbal): Performing introductions

Put the following situations on index cards and have a student draw a card. Select students to introduce and be introduced according to the pairing on the card. Discuss each introduction.

1. Your mother
   The principal
2. Your friend from out of town
   Your neighbor/friend
3. Your minister
   Your principal
4. Your boss
   A customer
5. Your English teacher
   Your math teacher
6. Your minister
   Your ninety-year-old aunt
7. Your former roommate
   Your current roommate
8. Your sister
   Your boss
9. Your friend
   Your teacher
10. Your parents
    Your teacher
    (at a grocery store)

INTERPERSONAL RELATIONSHIPS **ACTIVITY A KEY**

COMPETENCY

Communication (verbal): Performing introductions

The following key reflects the person named first. For example,

Mr. Jones, this is my mother, Mary Smith.
Mom, this is my principal, Mr. Jones.

1. The principal
2. Your friend from out of town
3. Your minister
4. A customer
5. (Student's opinion)
6. Your ninety-year-old aunt
7. Your former roommate
8. Your boss
9. Your teacher
10. (Student's opinion)

NOTE: Some selections may stimulate class discussion.

INTERPERSONAL RELATIONSHIPS **EVALUATION**

COMPETENCY

Communication (verbal): Performing introductions

Write an introduction to introduce the guest speaker you are bringing to class today to each of the following:

Your teacher--

Your principal--

Your friend--

Remember to include the key points.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Communication (verbal): Giving and taking telephone messages

PERFORMANCE OBJECTIVE

The student will give or take a telephone message completely and accurately.

INSTRUCTIONAL ACTIVITY

A. Instruct student to examine messages to determine if anything is missing.

INSTRUCTIONAL MATERIALS REQUIRED

Copy sheet of notes
Telephone

EVALUATION

The student shall include all parts of a message when giving or receiving a message.

COMPETENCY

Communication (verbal): Giving and taking telephone messages

Taking a telephone message completely and correctly is based on the questions who, what, when, where, why, and how. It is important to ask the caller for any missing data so the message will be complete.

Every message should include the following:

Who called--the name and the company.

When (time and date) the person called.

Why the person called--the actual message.

What--any action (return call, etc.).

How does the person respond (phone, write).

Where to return call (phone number).

These items should also be considered when leaving a message to avoid misunderstandings.

INTERPERSONAL RELATIONSHIPS **ACTIVITY A**

COMPETENCY

Communication (verbal): Giving and taking telephone messages

Discuss the who, what, when, where, why, and how of message taking. Read the following messages once, quickly. Using the worksheets attached, have the student take the message and then tell you/ask you the missing parts.

1. John wants the sales amounts.
   Missing: *When? Where? How?*

2. Mr. Lawson, the company president, wants you to have Bob meet him.
   Missing: *When? Where?*

3. Send two samples.
   Missing: *To whom? When? How? Of what?*

4. The package you ordered has come in.
   Missing: *Where? What? How?*

5./6. Make up two more messages that would be common in your subject area.

7./8. Have student compose message and give to others.

COMPETENCY

Communication (verbal): Giving and taking telephone messages

Date _____ Hour _____ AM PM

To _____

WHILE YOU WERE OUT

M _____

Of _____

Phone _____
Area Code Phone Number

Telephoned		Returned Call		Left Package	
Please Call		Was In		Please See Me	
Will Call Again		Will Return		Important	

Message _____

_____

_____

_____

Signed _____

Date _____ Hour _____ AM PM

To _____

WHILE YOU WERE OUT

M _____

Of _____

Phone _____
Area Code Phone Number

Telephoned		Returned Call		Left Package	
Please Call		Was In		Please See Me	
Will Call Again		Will Return		Important	

Message _____

_____

_____

_____

Signed _____

Date _____ Hour _____ AM PM

To _____

WHILE YOU WERE OUT

M _____

Of _____

Phone _____
Area Code Phone Number

Telephoned		Returned Call		Left Package	
Please Call		Was In		Please See Me	
Will Call Again		Will Return		Important	

Message _____

_____

_____

_____

Signed _____

Date _____ Hour _____ AM PM

To _____

WHILE YOU WERE OUT

M _____

Of _____

Phone _____
Area Code Phone Number

Telephoned		Returned Call		Left Package	
Please Call		Was In		Please See Me	
Will Call Again		Will Return		Important	

Message _____

_____

_____

_____

Signed _____

COMPETENCY

Communication (verbal): Giving and taking telephone messages

Date _____ Hour _____ AM PM

To _____

WHILE YOU WERE OUT

M _____

Of _____

Phone _____
Area Code Phone Number

Telephoned		Returned Call		Left Package	
Please Call		Was In		Please See Me	
Will Call Again		Will Return		Important	

Message _____

_____

_____

_____

Signed _____

Date _____ Hour _____ AM PM

To _____

WHILE YOU WERE OUT

M _____

Of _____

Phone _____
Area Code Phone Number

Telephoned		Returned Call		Left Package	
Please Call		Was In		Please See Me	
Will Call Again		Will Return		Important	

Message _____

_____

_____

_____

Signed _____

Date _____ Hour _____ AM PM

To _____

WHILE YOU WERE OUT

M _____

Of _____

Phone _____
Area Code Phone Number

Telephoned		Returned Call		Left Package	
Please Call		Was In		Please See Me	
Will Call Again		Will Return		Important	

Message _____

_____

_____

_____

Signed _____

Date _____ Hour _____ AM PM

To _____

WHILE YOU WERE OUT

M _____

Of _____

Phone _____
Area Code Phone Number

Telephoned		Returned Call		Left Package	
Please Call		Was In		Please See Me	
Will Call Again		Will Return		Important	

Message _____

_____

_____

_____

Signed _____

COMPETENCY

Communication (verbal): Giving and taking telephone messages

Write a message to give to a friend or a parent over the phone so that all the information is there and no questions need to be asked.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Communication (written): Listening and writing instructions

PERFORMANCE OBJECTIVE

The student will develop better listening skills by translating verbal instructions into written form and written instructions into verbal form.

INSTRUCTIONAL ACTIVITIES

A. Instruct student to identify future uses of terms in this lesson.
B. Instruct student to write a set of instructions for a newly learned skill or unit.
C. Check how accurately student takes messages/assignments from you.
D. Follow instructions written by student.
E. Instruct student to use list of words to increase concentration and vocabulary.
F. Instruct student to follow directions to draw a picture.

INSTRUCTIONAL MATERIALS REQUIRED

Terms (Activity A)
Index cards (Activities A and C)

EVALUATION

The student will write instructions to a well-known location.

COMPETENCY

Communication (written): Listening and writing instructions

Listening is crucial to success in the world of work. Employees must listen carefully to be able to produce accurate written communications whether it is a phone message, a list of tasks to be done, a work order from a customer, or a change in schedule.

Students need to become aware of unfamiliar words/terms and learn what they mean, as well as relate them to their jobs. Encourage students to use the correct terms when communicating, and insist on complete, accurate information in all written work.

Tell students that when they are carefully listening, they should pay special attention to points relating to **who, what, when, where, why,** and **how**. These usually will help them remember what was heard.

INTERPERSONAL RELATIONSHIPS **ACTIVITY A**

COMPETENCY

Communication (written): Listening and writing instructions

At the beginning of each unit of study, turn to the list of vocabulary words at the end of the unit. Say each word and give a general meaning. Have the students repeat, saying the words to develop the proper pronunciation.

Have the student write a sentence using each word correctly after the student has read the lesson. Encourage the student to recognize uses of terms learned in class when working, reading, traveling, etc., to relate classroom learning to the outside world.

Have the student write the term on an index card, tell where and how it was heard, read, etc., and write the student's name. Tape these to a wall in your room.

NOTE: Share a list of your words with other teachers in your department or school. Encourage them to use the terms, if possible, to show the interrelationship and transfer of learning.

INTERPERSONAL RELATIONSHIPS **ACTIVITY B**

COMPETENCY

Communication (written): Listening and writing instructions

After presenting a new unit of study and giving the class ample practice, have the student write a set of instructions to tell someone who was absent how to do the new skill.

Pair up students and tell them to exchange papers. Have one student act out the instructions as the other student reads. The students can only do what is written in the instructions. The pair stops when it cannot follow the next instruction.

This activity reinforces listening during the lesson and transferring the information into complete written form.

COMPETENCY

Communication (written): Listening and writing instructions

Give each student an index card at the beginning of class. Tell the students to write their names on the bottom line of the cards, and then tell them to wait until you give them further instructions later in the lesson.

Continue with your lesson as usual, and give the homework assignment. Give it carefully and fully only once without unusual emphasis. (Make it a rather detailed assignment.)

Pause and then have the students close their books and write on the cards the whole assignment--they can consult only written notes they took. They cannot consult each other. Collect the cards and check how many got the assignment accurately and completely.

Repeat the assignment to clarify and reinforce the need to listen carefully and take notes.

INTERPERSONAL RELATIONSHIPS **ACTIVITY D**

COMPETENCY

Communication (written): Listening and writing instructions

Tell each student to write instructions to prepare a peanut butter and jelly sandwich--warn them to include every step. Have students exchange papers.

After they are finished, bring out a jar of peanut butter, a jar of jelly, a knife, a plate, bread, and a napkin. Let the students volunteer to read their instructions while you follow them to actually make the sandwich. The students can only read what is on the paper and cannot add anything to the instructions. Allow the students to consume what their instructions produce. Students should become aware of <u>details</u> needed for instructions to be complete.

INTERPERSONAL RELATIONSHIPS **ACTIVITY E**

COMPETENCY

Communication (written): Listening and writing instructions

Read a list of five words. Ask student to repeat or write the last word. Then ask for the first word. The first time you do this, use words that relate (colors, car types, animals, etc.). Then use words that do not relate to increase the concentration level. Then use words that are synonyms. Have student supply a sixth word of his/her own.

COMPETENCY

Communication (written): Listening and writing instructions

Give each student a sheet of graph paper labeled with letters across the top and numbers down the sides. Explain how to find points B-6, J-10, etc.

Call out coordinates. The student must listen, find the point, and draw a dot. Connect that dot with the last dot. A picture should develop as the activity proceeds. To check, make a transparency of the answer and place over the student's graph.

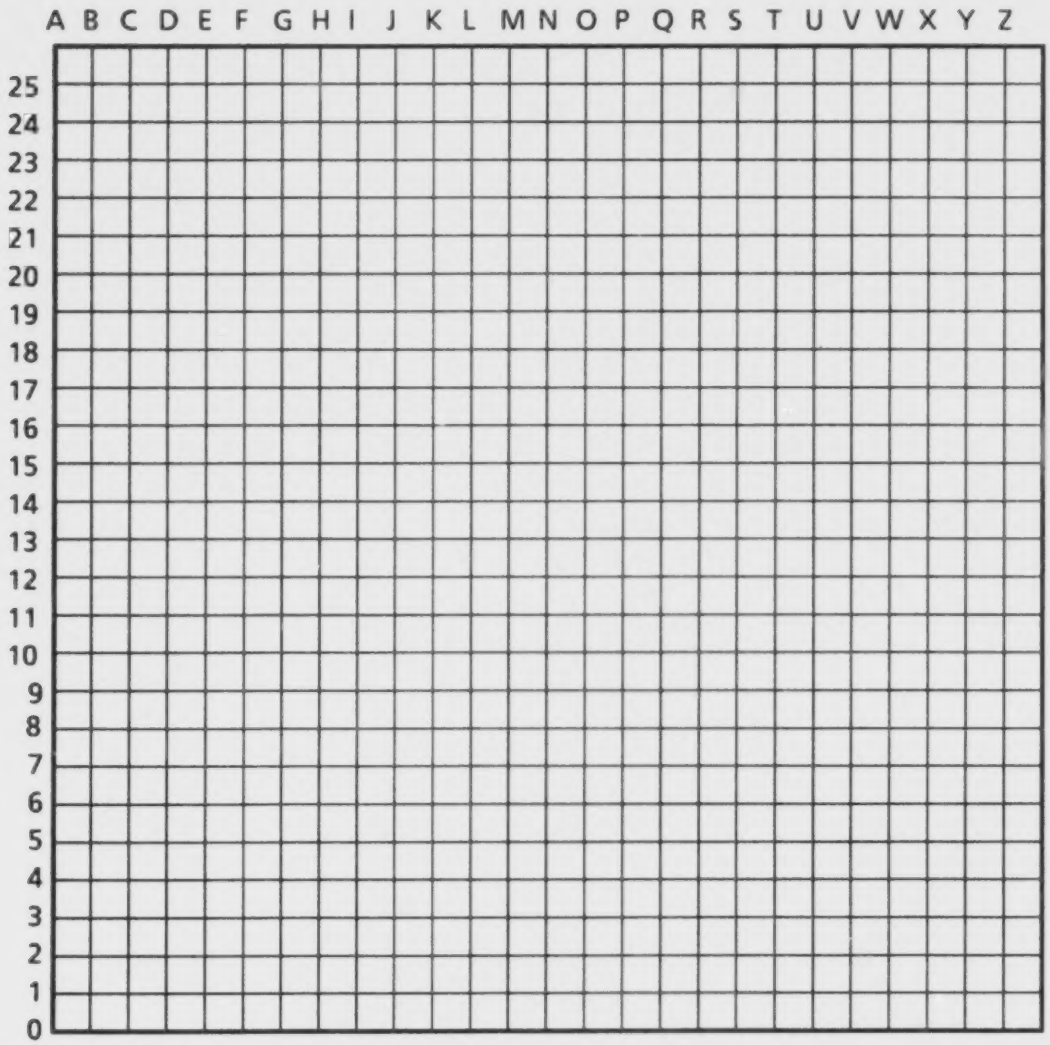
Suggestion: The student should use a pen or marker so errors cannot be erased.

COORDINATES: Read down, not across.

D-15	V-14	M-6
I-18	V-11	L-6
J-19	U-6	K-11
J-18	T-6	J-6
M-15	T-11	I-6
V-15	S-6	I-12
X-18	R-6	G-15
Y-20	R-11	E-14
Y-18	M-11	D-15

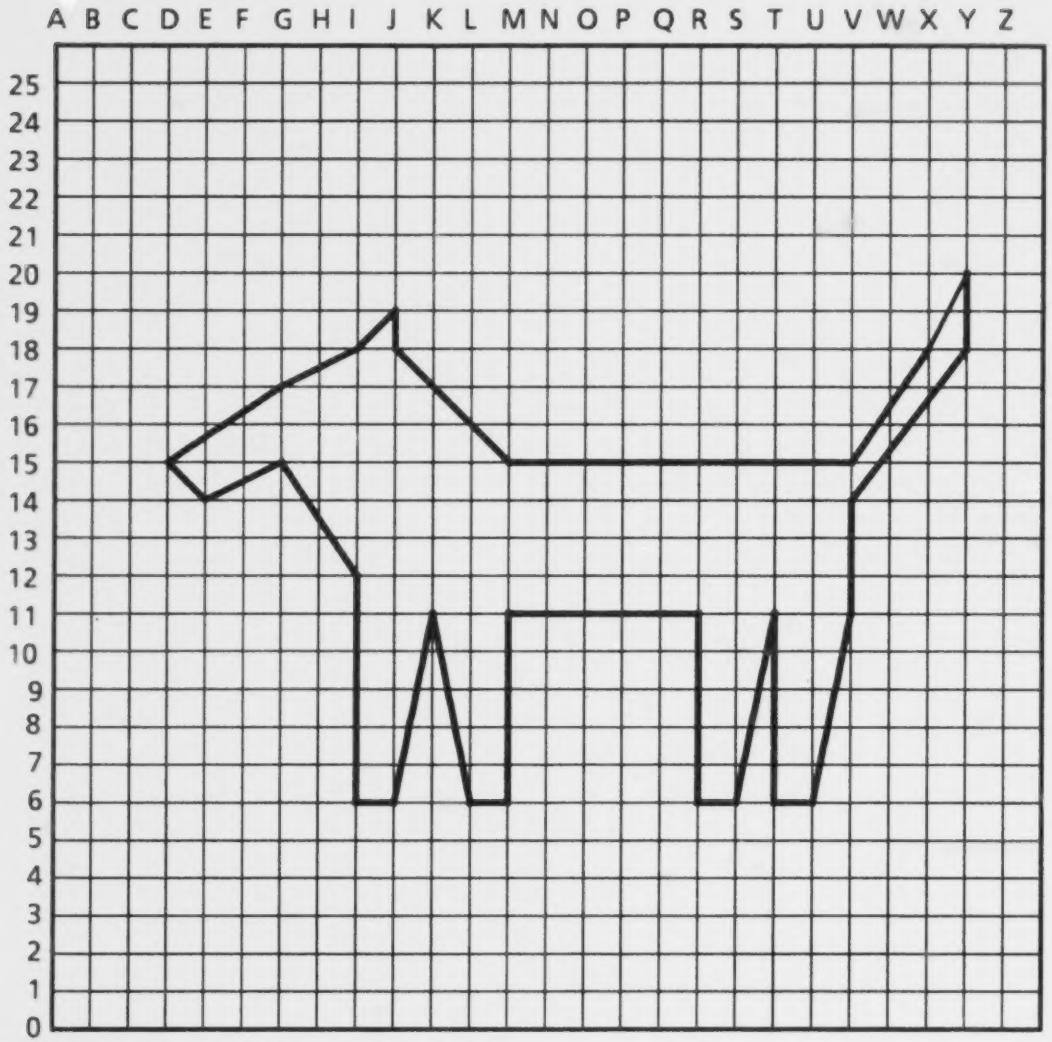
COMPETENCY

Communication (written): Listening and writing instructions



COMPETENCY

Communication (written): Listening and writing instructions



COORDINATES: Read down, not across.

D-15	V-14	M-6
I-18	V-11	L-6
J-19	U-6	K-11
J-18	T-6	J-6
M-15	T-11	I-6
V-15	S-6	I-12
X-18	R-6	G-15
Y-20	R-11	E-14
Y-18	M-11	D-15

INTERPERSONAL RELATIONSHIPS **EVALUATION**

COMPETENCY

Communication (written): Listening and writing instructions

Have each student write instructions to go from school to a well-known landmark in your town. (A newcomer should be able to understand the instructions.)

Provide written comments when the student gets "off track."

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Confidence: Believing in oneself

PERFORMANCE OBJECTIVE

Upon completion of activities, the student will recognize factors to increase or decrease confidence.

INSTRUCTIONAL ACTIVITIES

A. Reward students' good work and behavior and build self-confidence by making a class display.
B. Discuss confidence, how it fluctuates, and how factors build and tear down confidence.

INSTRUCTIONAL MATERIALS REQUIRED

Pictures of student (Activity A)

EVALUATION

The student will write a story telling how confidence was torn down and rebuilt.

COMPETENCY

Confidence: Believing in oneself

Our students come to us with a lack of self-confidence. It is our responsibility to build that confidence so that the student will feel confident and thus be confident in the skills and objectives taught in the classroom.

Confidence is so fragile and so temporary--the teacher should be constantly aware of each student's level of confidence and BUILD! But we should also instill those skills in our students. Show them how building the confidence of others will also build their own confidence.

Call home to tell GOOD things about the student. This builds the student's confidence at school and home and makes the bad easier to take when those calls are necessary!

Do not use a red pen to grade--an automatic red flag. Instead of marking with an **X**, write an explanation--what is right and what is wrong. It takes more time, but the student learns by reading your responses.

INTERPERSONAL RELATIONSHIPS **ACTIVITY A**

COMPETENCY

Confidence: Believing in oneself

On a bulletin board, post examples of good work. Write examples of good behavior exhibited by students. By each item posted, put a picture of that student. These items could include out-of-class activities such as sports, clubs, or community activities. FIND something good for each student sometime during each grading period so that all students' pictures are posted.

COMPETENCY

Confidence: Believing in oneself

Have student look up the definition of *confidence* in a dictionary. Write it on a transparency or on the board. Have the student then give you words that mean the same thing as confidence and list them under the definition. Have the student think of someone who has self-confidence and tell why.

In another column, list and discuss factors that can cause confidence to go up (build).

In a third column, list and discuss factors that can tear down confidence.

Lead a discussion on how a student can recognize when confidence is being torn down and how to combat it. Discuss being overconfident.

COMPETENCY

Confidence: Believing in oneself

Write a story telling how someone was able to build up the confidence of another person after it had been torn down.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Cooperation: Demonstrating willingness to work as a team member and assist others

PERFORMANCE OBJECTIVE

Upon completion of this unit, the student will be able to demonstrate his/her ability to cooperate with other students in class.

INSTRUCTIONAL ACTIVITY

A. Assign student to work on a team to solve the puzzles.

INSTRUCTIONAL MATERIALS REQUIRED

Copies of activities
Pencils/pens

EVALUATION

The student will give personal examples of cooperation and the areas needing improvement.

COMPETENCY

Cooperation: Demonstrating willingness to work as a team member and assist others

A cooperative person is one who can work with others; a person who can work cooperatively without having things his/her own way or having to show others that he/she is better. People who work together as a team can usually get a job done more effectively and efficiently.

A willingness to be cooperative is an indication of one's level of maturity. An immature person is selfish and is sometimes unwilling to cooperate with others.

The main characteristics of successful cooperation are the ability to disagree, discuss, and then agree, as well as the enthusiasm to work toward a common goal by giving-and-taking when necessary. There must also be a shared responsibility to meet the goal.

INTERPERSONAL RELATIONSHIPS **ACTIVITY A**

COMPETENCY

Cooperation: Demonstrating willingness to work as a team member and assist others

Divide the class into teams of two or three members. Duplicate and give each team a copy of the attached puzzles (A-1 and/or A-2). Set a time limit of 5- 10 minutes. Working together, see how many of the puzzles each team can decipher within the time limit.

Discuss the characteristics of good cooperation that the students used when working together.

Allow teams to finish. Check their responses.

1 POCHICKENT POCHICKENT POCHICKENT POCHICKENT	2 ECAP PACE	3 GUN, JR	4 PARKED/PARKED
5 CHECK CHECK CHECK	6 HEAVENS PENNIES	7 C Y O R U T N U T O R C Y	8 CR WD
9 DANCER	10 FISHING C	11 YOU JUST ME	12 TAKE 1 MEAL TAKE 1 MEAL TAKE 1 MEAL TAKE 1 MEAL
13 VIOLETS	14 ROAD	15 PEP PEP P PEP PEP P PEP PEP PEP PE PEP PEP PEP PE PEP PEP PEP PE PEP PEP PEP PE PEP PEP PEP PE PEP PEP PEP PE	16 GI C C C C C C C C C C C C C C C C C C

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

1 POCHICKENT POCHICKENT POCHICKENT POCHICKENT	2 ECAP PACE	3 GUN, JR	4 PARKED/PARKED
5 CHECK CHECK CHECK	6 HEAVENS PENNIES	7 C Y O R U T N U T O R C Y	8 CR :) WD
9 DANCER	10 FISHING C	11 YOU JUST ME	12 TAKE 1 MEAL TAKE 1 MEAL TAKE 1 MEAL TAKE 1 MEAL
13 VIOLETS	14 ROAD	15 PEP PEP P PEP PEP P PEP PEP PEP PE PEP PEP PEP PE PEP PEP PEP PE PEP PEP PEP PE PEP PEP PEP PE PEP PEP PEP PE	16 GI C C C C C C C C C C C C C C C C C C

1. *a chicken in every pot*
2. *a step backwards*
3. *son of a gun*
4. *double parked*
5. *check and double-check*
6. *pennies from heaven*
7. *cross country*
8. *a face in the crowd*
9. *topless dancer*
10. *deep sea fishing*
11. *just between you and me*
12. *take one before each meal*
13. *shrinking violets*
14. *middle of the road*
15. *full of pep*
16. *GI overseas*

SAND 1.	MAN BOARD 2.	STAND I 3.	R E A D I N G 4.
WEAR LONG 5.	R O R O A D S D S 6.	T O W N 7.	CYCLE CYCLE CYCLE 8.
LE / VEL 9.	0 M. D. Ph. D. B. S. 10.	KNEE LIGHTS 11.	I I I I I I I O O 12.
CHAIR 13.	DICE DICE 14.	T O U C H 15.	GROUND FEET FEET FEET FEET FEET FEET 16.
MIND MATTER 17.	HE'S / HIMSELF 18.	ECNALG 19.	DEATH / LIFE 20.

SAND 1. *sandbox*	MAN BOARD 2. *man overboard*	STAND I 3. *I understand*	R E A D I N G 4. *reading between the lines*
WEAR LONG 5. *long underwear*	R O R O A D S D S 6. *crossroads*	T O W N 7. *downtown*	CYCLE CYCLE CYCLE 8. *tricycle*
LE / VEL 9. *split level*	0 M. D. Ph. D. B. S. 10. *3 degrees below 0*	KNEE LIGHTS 11. *neon lights*	I I I I I I I O O 12. *circles under eyes*
CHAIR 13. *high chair*	DICE DICE 14. *pair of dice*	T O U C H 15. *touchdown*	GROUND FEET FEET FEET FEET FEET FEET 16. *6 ft. under-ground*
MIND MATTER 17. *mind over matter*	HE'S / HIMSELF 18. *he's beside himself*	ECNALG 19. *backwards glance*	DEATH / LIFE 20. *life after death*

COMPETENCY

Cooperation: Demonstrating willingness to work as a team member and assist others

Write a paragraph giving five illustrations of your ability to cooperate in the past.

List three areas you feel that you can improve to better cooperate with your peers, family, and teachers.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Enthusiasm: Demonstrating the desire to learn and please

PERFORMANCE OBJECTIVE

Upon completion of the activity, the student will identify enthusiasm as seen in behavior.

INSTRUCTIONAL ACTIVITY

A. Instruct student to participate in charades.

INSTRUCTIONAL MATERIALS REQUIRED

Copies of activities
Copies of information, if desired

EVALUATION

The student will participate in the activities and choose the behavioral characteristics of enthusiasm.

COMPETENCY

Enthusiasm: Demonstrating the desire to learn and please

Enthusiasm is defined as a lively interest in whatever the person is doing or planning. Genuine enthusiasm also includes a real and honest concern for the job being done.

Some illustrations would be as follows:

1. A sparkle in the eye
2. A peppy rhythm in the walk
3. Excited movements of the arms and hands
4. Volunteering to be first
5. An excited tone in the voice
6. Slightly early for work; finishing the job before quitting

True enthusiasm will be evident in the entire body language. This will manifest itself in an excited disposition. Other people will catch the spirit of enthusiasm.

Roadblocks to enthusiasm may be the following:

1. Disappointment
2. Poor health
3. Poor family encouragement
4. Sour responses from peers to kill enthusiasm
5. Repeated put-downs by teacher, family, friends, or employer

COMPETENCY

Enthusiasm: Demonstrating the desire to learn and please

From the students in the class, form five workable groups with at least three in each group. Give each group one of the situations below and ask them to prepare and present their scenario. Allow the remaining students to decide whether it illustrates enthusiasm or lack of it.

1. John arrives at class just as the tardy bell stops. He has a frown on his face and doesn't have his book.

2. Mary comes into work waving her fourth finger on her left hand. She has a new diamond.

3. You just completed your final exam in chemistry and you feel sure you have an "A" for the year.

4. Your boss just offered you a significant raise because you have been a loyal employee this year.

5. You have just been assigned to supervise a major project for your company that will require a lot of time and thought, as well as coordination of workers and supplies.

COMPETENCY

Enthusiasm: Demonstrating the desire to learn and please

Ask each student to describe what increased enthusiasm could show in a particular task or position.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Grooming: Dressing appropriately

PERFORMANCE OBJECTIVE

Given the necessary information, the student will recognize definite styles of dress for various jobs.

INSTRUCTIONAL ACTIVITIES

A. Instruct student to interview employees about their dress codes.
B. Instruct student to visit a business to see dress codes being implemented.
C. Instruct student to identify four areas of employment with specific dress codes.

INSTRUCTIONAL MATERIALS REQUIRED

Worksheets (Activity C)
Transportation if tour taken (Activity B)
Parental permission for tour (Activity B)

EVALUATION

The student will write a paragraph about a chosen dress code, giving three statements about the required dress.

COMPETENCY

Grooming: Dressing appropriately

Every business has a dress code. There may be many separate dress codes within a total business. For instance, a car dealership will have separate dress codes for its salespeople, secretaries, mechanics, and other department personnel.

There are some parts of the dress code that will be alike. For instance, each employee may have a name tag, wear the same color of clothing, hats, etc. Occupational Health and Safety Administration (OSHA) has specific safety rules for certain businesses, and these rules must be obeyed. Some jobs require ear plugs, gloves, steel-toed shoes, short or long sleeves, etc. It is important for each employee to follow the guidelines of the specific dress code for a particular job/position.

INTERPERSONAL RELATIONSHIPS **ACTIVITY A**

COMPETENCY

Grooming: Dressing appropriately

Using the following list of businesses and occupations as a guide, assign each student to interview an employee about the dress code/requirements. If possible, the student may also interview the personnel manager and obtain a copy of any written policy, if available. Have the student give a written and/or verbal class report.

Car dealership
Electronics store
Department store
Fast food restaurant
Fancy restaurant
Bank
Construction crew
Newspaper office
Doctor or dentist
Funeral home
Town hall
Hardware store
Painter
Lumber yard
Contractor
Engineer (railroad, mechanical, electrical, etc.)

INTERPERSONAL RELATIONSHIPS **ACTIVITY B**

COMPETENCY

Grooming: Dressing appropriately

Arrange a tour of a business that has an unusual dress code. (It is best if this tour can be done close to school so it can be taken within your class period only.)

1. Prepare the student with key points to watch for in dress, shoes, etc.
2. Compare/contrast the dress in different areas of the same company.
3. Challenge the student to identify as many specific areas of dress code as possible pertaining to that particular job; emphasizing safety, appearance, conformity, etc.

INTERPERSONAL RELATIONSHIPS **ACTIVITY C**

COMPETENCY

Grooming: Dressing appropriately

On the attached worksheet, identify possible dress rules for each occupation shown.

Nurse

Brickmason

Computer Operator

Salesperson

BEST COPY AVAILABLE

COMPETENCY

Grooming: Dressing appropriately

Identify possible dress rules for each occupation shown.

Nurse: _____

_____

_____

Brickmason: _____

_____

_____

Computer Operator: _____

_____

_____

Salesperson: _____

_____

_____

COMPETENCY

Grooming: Dressing appropriately

Nurse: *Clean, white duty shoes; white hose; uniform appropriate color and length, loose fitting so as to not reveal undergarments; appropriate undergarments; appropriate tools (watch, stethoscope); pastel nail polish; wedding jewelry only.*

Brickmason: *Safety-toed shoes; gloves; hard hat; safety eye wear; appropriate tools.*

Computer Operator: *No dangling jewelry; appropriate business dress.*

Salesperson: *Traditional suit; tie; shirt; shoes.*

INTERPERSONAL RELATIONSHIPS **EVALUATION**

COMPETENCY

Grooming: Dressing appropriately

The student will write a paragraph describing the dress code for a chosen profession. Note at least five facts about the dress code chosen.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Grooming: Defining proper hygiene terms

PERFORMANCE OBJECTIVE

Given a set of grooming terms, the student will be able to match definitions to grooming terms accurately.

INSTRUCTIONAL ACTIVITY

A. Assign student to define grooming terms.

INSTRUCTIONAL MATERIALS REQUIRED

Activity sheets

EVALUATION

The student will match the terms to the correct definitions.

COMPETENCY

Grooming: Defining proper hygiene terms

A student needs to develop a mature attitude toward grooming. A mature attitude requires a use and understanding of appropriate grooming terms.

The term *hygiene* encompasses all areas of the body in regard to skin, mouth, ears, hair, nails, genitals, and feet. In keeping the body clean, one not only improves appearance, but also helps prevent disease and illness.

INTERPERSONAL RELATIONSHIPS **ACTIVITY A**

COMPETENCY

Grooming: Defining proper hygiene terms

Name _____

Date _____

Class Period _____

GROOMING TERMS

Listed below are "correct" grooming terms--learn to use correct terminology instead of slang. For each term on the left, write the number of the definition which matches the term in the blank. Use a dictionary if necessary.

_____	Halitosis	1.	Used to kill germs.
_____	Defecate	2.	To pass solid waste from the body.
_____	Deodorant	3.	To pass liquid waste from the body.
_____	Antiseptic	4.	To pass gas from the body.
_____	Flatulate	5.	Flaky, dry skin from the scalp.
_____	Dandruff	6.	Care for the hands and fingernails.
_____	Urinate	7.	Care for the feet and toenails.
_____	Manicure	8.	Bad mouth odor.
_____	Pedicure	9.	Used to stop underarm odor.
_____	Anti-perspirant	10.	Excessive body hair.
_____	Hirsutism	11.	Grooming skills.
_____	Hygiene	12.	Used to stop underarm wetness.

COMPETENCY

Grooming: Defining proper hygiene terms

GROOMING TERMS

Listed below are "correct" grooming terms--learn to use correct terminology instead of slang. For each term on the left, write the number of the definition which matches the term in the blank. Use a dictionary if necessary.

8	Halitosis	1.	Used to kill germs.
2	Defecate	2.	To pass solid waste from the body.
9	Deodorant	3.	To pass liquid waste from the body.
1	Antiseptic	4.	To pass gas from the body.
4	Flatulate	5.	Flaky, dry skin from the scalp.
5	Dandruff	6.	Care for the hands and fingernails.
3	Urinate	7.	Care for the feet and toenails.
6	Manicure	8.	Bad mouth odor.
7	Pedicure	9.	Used to stop underarm odor.
12	Anti-perspirant	10.	Excessive body hair.
10	Hirsutism	11.	Grooming skills.
11	Hygiene	12.	Used to stop underarm wetness.

COMPETENCY

Grooming: Defining proper hygiene terms

Name _____
Date _____
Class Period _____

GROOMING TERMS QUIZ

For each term, place the letter of the definition that matches it in front of the term.

_____	Hygiene	a.	Used to stop underarm odor.
_____	Pedicure	b.	Excessive body hair.
_____	Manicure	c.	Care for the feet and toenails.
_____	Urinate	d.	Bad mouth odor.
_____	Flatulate	e.	Used to kill germs.
_____	Antiseptic	f.	To pass solid waste from the body.
_____	Deodorant	g.	Good grooming skills.
_____	Halitosis	h.	Used to stop underarm wetness.
_____	Defecate	i.	Care for the hands and fingernails.
_____	Hirsutism	j.	To pass liquid waste from the body.
_____	Dandruff	k.	To pass gas from the body.
_____	Anti-perspirant	l.	Flaky, dry skin from the scalp.

COMPETENCY

Grooming: Defining proper hygiene terms

GROOMING TERMS QUIZ

For each term, place the letter of the definition that matches it in front of the term.

g	Hygiene	a.	Used to stop underarm odor.
c	Pedicure	b.	Excessive body hair.
i	Manicure	c.	Care for the feet and toenails.
j	Urinate	d.	Bad mouth odor.
k	Flatulate	e.	Used to kill germs.
e	Antiseptic	f.	To pass solid waste from the body.
a	Deodorant	g.	Good grooming skills.
d	Halitosis	h.	Used to stop underarm wetness.
f	Defecate	i.	Care for the hands and fingernails.
b	Hirsutism	j.	To pass liquid waste from the body.
l	Dandruff	k.	To pass gas from the body.
h	Anti-perspirant	l.	Flaky, dry skin from the scalp.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Grooming: Establishing a proper hygiene schedule

PERFORMANCE OBJECTIVES

The student will assign various grooming activities to the appropriate category.

INSTRUCTIONAL ACTIVITIES

A. Assign student to establish a grooming schedule.
B. Assign student to determine what grooming skills are needed by a well-groomed person.

INSTRUCTIONAL MATERIALS REQUIRED

Activity sheets

EVALUATION

The student will label each grooming schedule activity with a time category.

COMPETENCY

Grooming: Establishing a proper hygiene schedule

Grooming generally reflects a person's self-concept. Grooming skills also make a difference in how an individual is accepted by others.

In order to have a good grooming schedule or routine, the student needs to determine an acceptable appearance and which grooming skills should be developed. After the students have determined which grooming skills are needed, they then must decide on a suitable grooming schedule for themselves to maintain this acceptable appearance.

COMPETENCY

Grooming: Establishing a proper hygiene schedule

Name _____

Date _____

Class Period _____

GROOMING SCHEDULE

List below in each time category the grooming activities needed.

Daily

Weekly

Monthly

Yearly

COMPETENCY

Grooming: Establishing a proper hygiene schedule

GROOMING SCHEDULE

List below in each time category the grooming activities needed.

Daily
Take a bath/shower
Use deodorant/antiperspirant
Shampoo hair
Brush teeth
Floss teeth
Use mouthwash
Have a good diet
Shave
Clean nose
Comb/brush hair
Wash face
Lotion face, hands, etc.
Use foot deodorizer
Use cologne lightly

Weekly
Give yourself a manicure
Give yourself a pedicure
Trim unwanted hair
Groom eyebrows

Monthly
Get a haircut

Yearly
Get a physical
Have a hearing checkup
Visit your dentist
Have a vision checkup

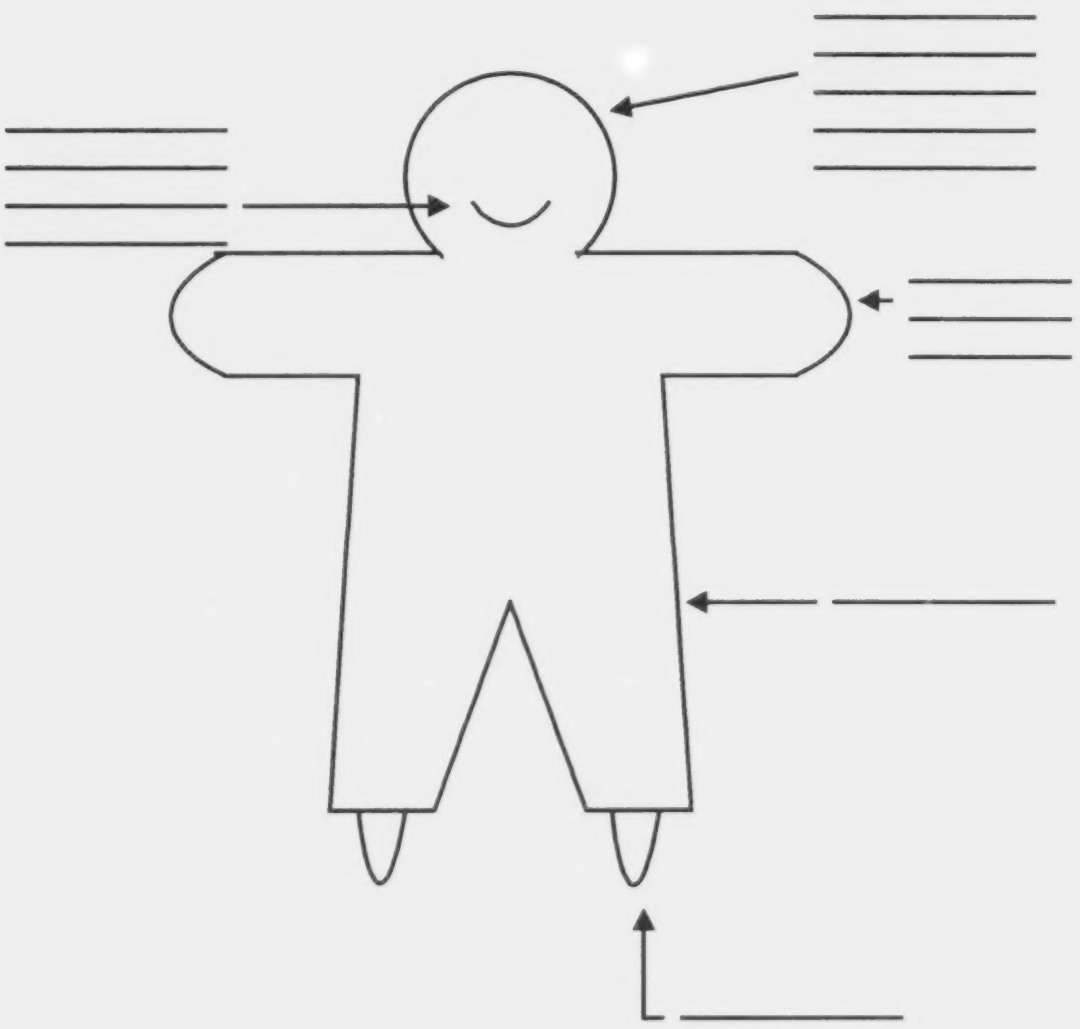
COMPETENCY

Grooming: Establishing a proper hygiene schedule

Name _____
Date _____
Class Period _____

GROOMING SKILLS

On the lines provided, list grooming skills that males should remember before going to work/school each day. You may add more lines!

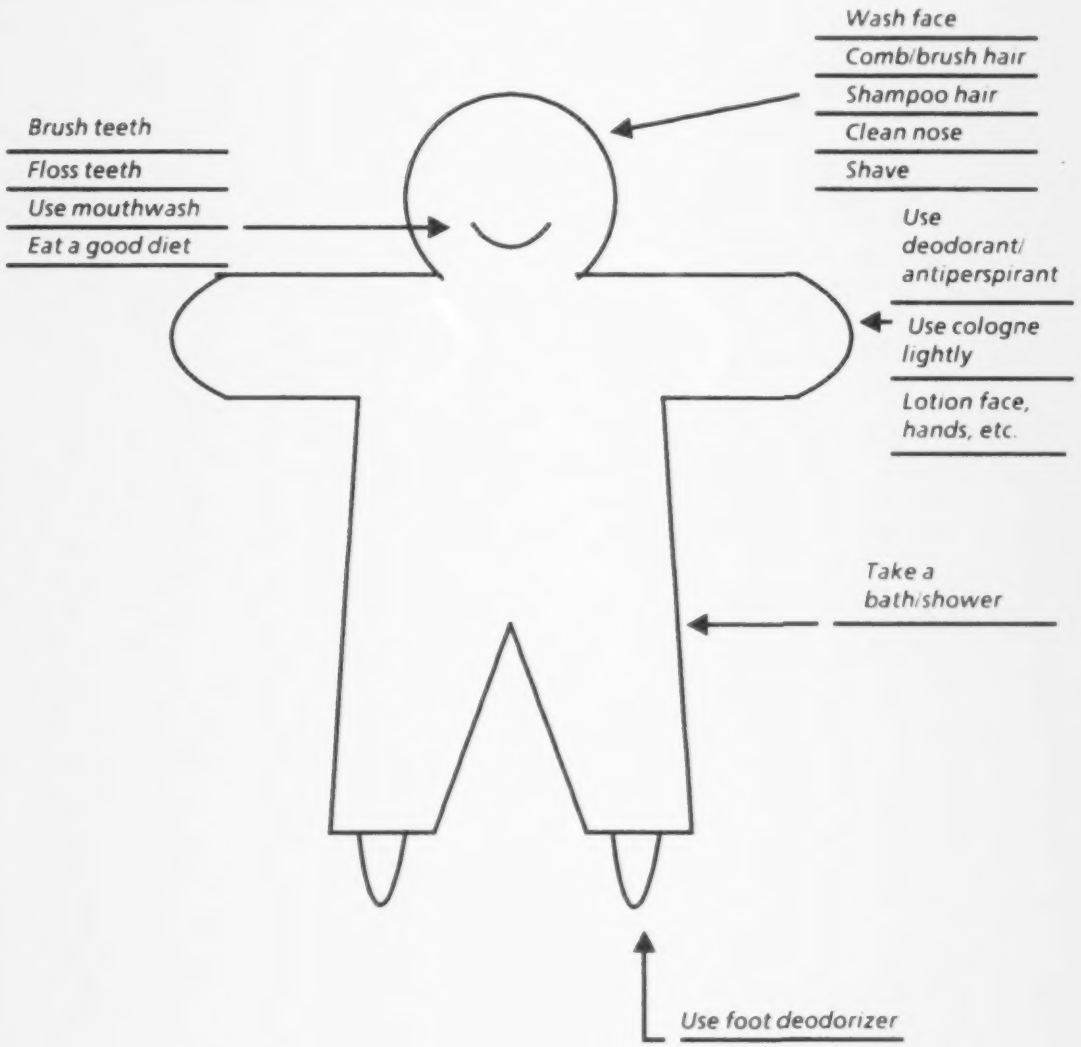


COMPETENCY

Grooming: Establishing a proper hygiene schedule

GROOMING SKILLS

On the lines provided, list grooming skills that males should remember before going to work/school each day. You may add more lines!



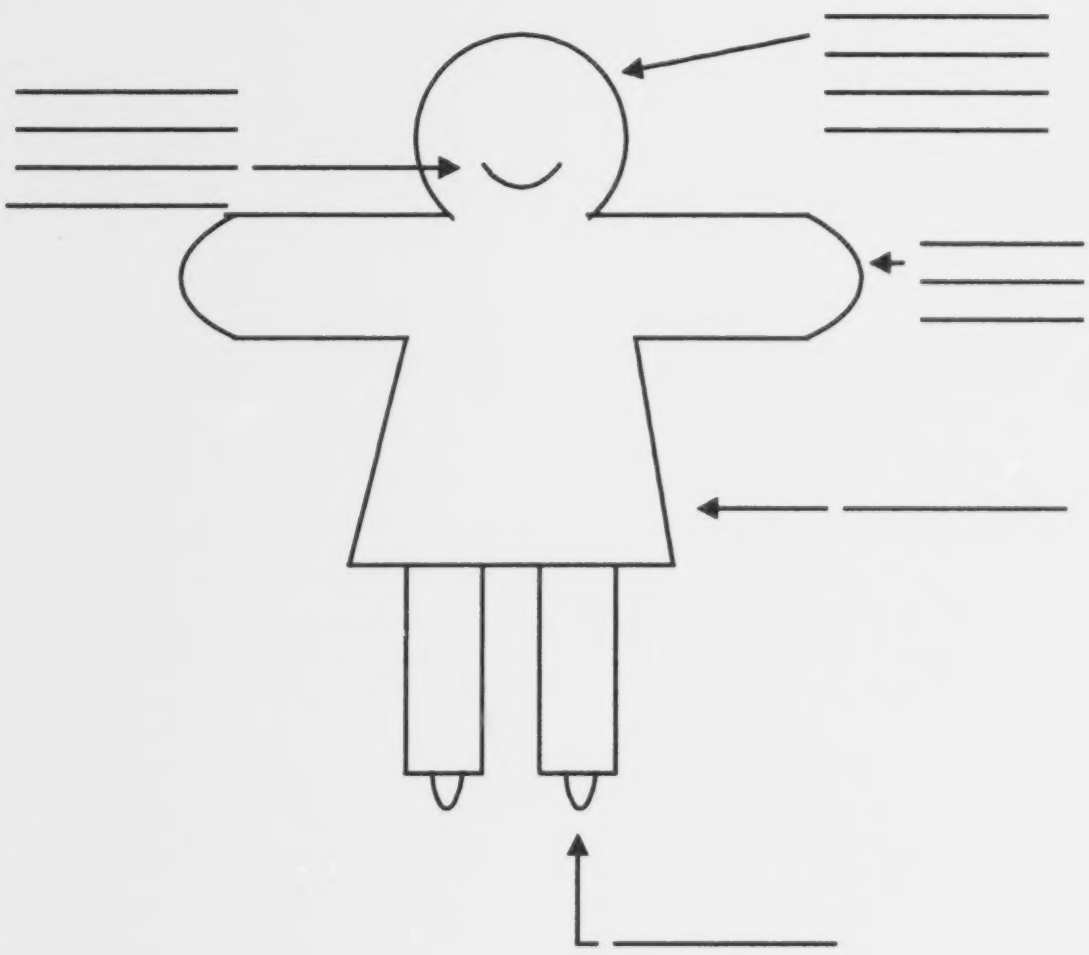
COMPETENCY

Grooming: Establishing a proper hygiene schedule

Name _____
Date _____
Class Period _____

GROOMING SKILLS

On the lines provided, list grooming skills that females should remember before going to work/school each day. You may add more lines!

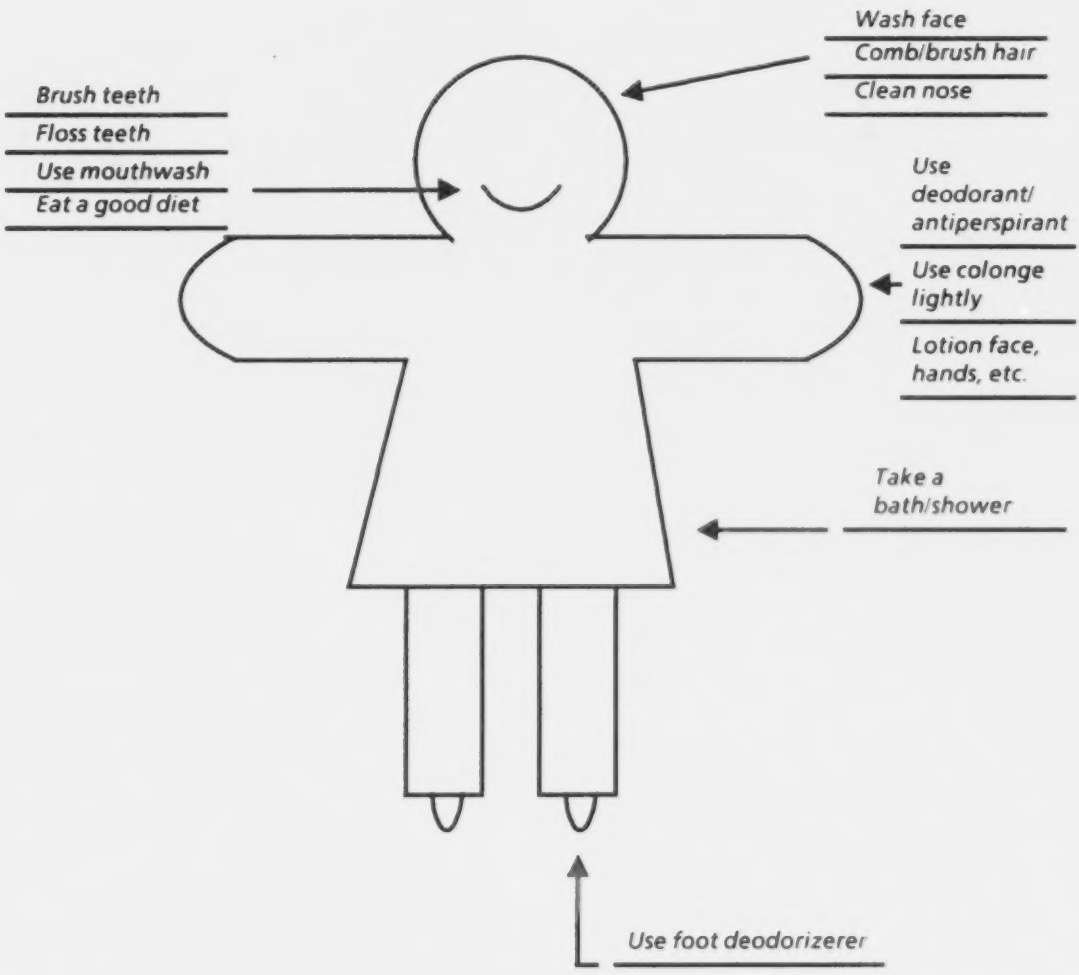


COMPETENCY

Grooming: Establishing a proper hygiene schedule

GROOMING SKILLS

On the lines provided, list grooming skills that females should remember before going to work/school each day. You may add more lines!



INTERPERSONAL RELATIONSHIPS **EVALUATION**

COMPETENCY

Grooming: Establishing a proper hygiene schedule

Name _____

Date _____

Class Period _____

Listed below are grooming activities. In front of each activity place the appropriate time category when the activity should take place.

D = daily W = weekly
M = monthly Y = yearly

_____ 1. Haircut
_____ 2. Clean nose
_____ 3. Comb/brush hair
_____ 4. Wash face
_____ 5. Pedicure
_____ 6. Brush teeth
_____ 7. Physical checkup
_____ 8. Use mouthwash
_____ 9. Trim unwanted hair
_____ 10. Use deodorant/antiperspirant
_____ 11. Hearing checkup
_____ 12. Lotion face, hands, etc.
_____ 13. Maintain a good diet
_____ 14. Use foot deodorizer
_____ 15. Take shower/bath
_____ 16. Use cologne
_____ 17. Manicure
_____ 18. Dental checkup
_____ 19. Floss teeth
_____ 20. Shave
_____ 21. Vision checkup
_____ 22. Groom eyebrows
_____ 23. Shampoo hair

INTERPERSONAL RELATIONSHIPS **EVALUATION KEY**

COMPETENCY

Grooming: Establishing a proper hygiene schedule

Listed below are grooming activities. In front of each activity place the appropriate time category when the activity should take place.

D = daily W = weekly
M = monthly Y = yearly

M	1.	Haircut
D	2.	Clean nose
D	3.	Comb/brush hair
D	4.	Wash face
W	5.	Pedicure
D	6.	Brush teeth
Y	7.	Physical checkup
D	8.	Use mouthwash
W	9.	Trim unwanted hair
D	10.	Use deodorant/antiperspirant
Y	11.	Hearing checkup
D	12.	Lotion face, hands, etc.
D	13.	Maintain a good diet
D	14.	Use foot deodorizer
D	15.	Take shower/bath
D	16.	Use cologne
W	17.	Manicure
Y	18.	Dental checkup
D	19.	Floss teeth
D	20.	Shave
Y	21.	Vision checkup
W	22.	Groom eyebrows
D/W	23.	Shampoo hair

NOTE: There may be slight differences among individual students.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Inititative: Finding work to do without being told; being self-motivated

PERFORMANCE OBJECTIVE

Upon completion of the activity, the student will be able to list general suggestions for any improvements within the home, work, or classroom, showing creative initiative.

INSTRUCTIONAL ACTIVITIES

A. Assign student to scan the classroom for specific areas that can be improved.
B. Reward student for continuously demonstrating initiative through contributions in a suggestion box.

INSTRUCTIONAL MATERIALS REQUIRED

Suggestion box

EVALUATION

In completing the activity the student will demonstrate initiative skills.

COMPETENCY

Inititative: Finding work to do without being told; being self-motivated

Initiative is defined as seeing a need and then beginning to fill that need without being told to do so. This characteristic is taught and cultivated from early childhood throughout life. As children are taught to pick up their own toys, initiative begins. They learn to obey the house rules and receive positive feedback for this. Some children seem to learn this faster than others; some adults automatically see things that need to be done and others don't. Whether your students have a naturally small amount or large amount of initiative, you can encourage them to be alert and look for things to do.

An employer is paying an employee to be productive. Any wasted time is viewed as wasted money. If an employee wants to keep the job and be promoted, he should constantly be looking for things to do that will improve the total performance of the business. Examples of things to be aware of are dirty areas to be cleaned, trash to be picked up, areas of communication needing improvement, over- or under-staffing at peak periods, safer or shorter ways of doing things, ways to streamline work, revision of forms to be completed, etc.

INTERPERSONAL RELATIONSHIPS **ACTIVITY A**

COMPETENCY

Inititative: Finding work to do without being told; being self-motivated

Have the student look carefully at the classroom with special attention to things that need to be done. Give 3 - 5 minutes for scanning the room and then instruct each student to list at least eight things that could be done to improve the room. Examples would be to repaint a dirty wall, clean off a counter or bookshelf, rearrange the desks, etc. When finished, compile responses for common suggestions. Have the student prepare a plan and budget for major improvements discussed to present to department head and administration.

INTERPERSONAL RELATIONSHIPS **ACTIVITY B**

COMPETENCY

Inititative: Finding work to do without being told; being self-motivated

Place a suggestion box in your room. Reward good suggestions submitted by students showing initiative through creative solutions.

COMPETENCY

Inititative: Finding work to do without being told; being self-motivated

Taking the lists compiled in the activity, have student choose 1 - 3 areas he/she feels could actually be done, and write a paragraph telling how initiative could be used to carry out the plan.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Leadership: Getting others to cooperate and channel their efforts toward a common goal

PERFORMANCE OBJECTIVE

Upon completion of the activity, the student will be able to list the accepted steps in problem solving in the leadership role.

INSTRUCTIONAL ACTIVITIES

A. Assign student to complete the blanks on the worksheets outlining the steps for decision making.
B. Assign student to list ways to finance college expenses using the steps for decision making.
C. Assign student to use the steps for decision making to plan a work schedule.

INSTRUCTIONAL MATERIALS REQUIRED

Transparency of steps (Activities A, B, and C)
Copies of student worksheet (Activities A, B, and C)

EVALUATION

The student will list the problem-solving steps in his/her own words.

COMPETENCY

Leadership: Getting others to cooperate and channel their efforts toward a common goal

Nancy L. Raynor
AVA-HOE Division Vice President
Fall 1989

Leadership is the successful completion of predetermined goals/objectives in the least amount of time with the smallest cost to an organization and making sure as many people as possible are made happy in the process.

Why would anyone desire to be a leader, whether it is an officer, committee chairperson, board member, etc.? Leadership bestows some degree of power and influence and in many ways commands respect. It fosters that which professionals seem to thrive upon--achievement. The call to a challenge. The satisfaction of attainment. Leadership skills cannot be easily gulped down. Such ability must be nurtured and cultivated.

Most effective and efficient leaders are made, not born. Each one works daily to improve his/her skills in their everyday lives. How do they (and how can you) get others to follow?

1. A LEADER MUST LEARN TO GIVE CREDIT. Selfishness has no place in a leader's profile. Taking all the credit for achievement, especially when others are involved, is not only dishonest, it falls short in pleasing others. Many leaders note that the most effective way to acquire outstanding performance from others (followers) is to treat them like "heroes." Kenneth Blanchard, co-author of **The One Minute Manager** agrees. "Catch people doing something right!", he says, "then tell everyone about it." The loyalty a leader generates is his/her most valuable asset.

2. A LEADER MUST BE A RISK-TAKER. Webster defines risk as taking a chance. Effective and efficient leaders do not consider a risk without doing their homework. You would not do a "free fall" without checking your parachute ahead of time, would you? Because taking a risk may result in failure, many people wait for others to take charge. One of life's lessons is that little is learned from successes, but a heck of a lot is learned from failures. In the midst of an important decision for which all information is available, a leader must ask, "What is the worst thing that can occur if I take this direction?" By weighing the pros and cons, a risk can be destined for reward.

3. A LEADER MUST BE A VISIONARY DECISION MAKER. Being a visionary does not mean a leader must have innate prophetic powers. He/she does, however, need to have direction and be able to deal with the "big picture." "What if" questions acquire a greater degree of value than "what is." Being stuck in "what is" lends itself to the spinning of one's wheels and not going forward. In this case one will react with "quick fixes" and not consider proactive resolves to critical issues. On the day of accounting, followers will say, "She/he surely worked hard, but what really got accomplished?"

4. A LEADER MUST BE A DELEGATOR. While we all may complain at times about our workloads, we must admit that we are going to say, "I'd rather do it myself!" Doing "it" ourselves guarantees, so we believe, accomplishment without the risk. An effective and efficient leader must learn to trust the people with whom he/she works. This, of course, is based on being knowledgeable of their talents and abilities. One of the greatest gifts a leader can give to another is ownership of a given job/task. This includes the authority to make decisions and to produce results. It is the responsibility of the leader, however, to make very explicit his/her expectations and be willing to offer assistance when necessary.

5. A LEADER MUST BE COMPETENT. It is said that knowledge is power. Effective and efficient leaders, like sponges, seek to absorb as much knowledge as is availed them. It is this knowledgeable competency that gives a leader savvy, proficiency, and charisma. Even in doubt, they don't show it.

Competency galvanizes people and will make them look to a leader for guidance and direction.

Have you been saying to yourself as you read this, "I do that!" or "I can do that!" YOUR SKILLS CAN MAKE A DIFFERENCE. Do you desire achievement, challenge, reward, or satisfaction? Nowhere can it be utilized more than in YOUR organization. BECOME INVOLVED.

In order to accomplish goals, an effective leader knows and practices these steps in decision making:

1. What do I want done?
2. What are my options or ways to accomplish this? (List as many as possible.)
3. What am I willing to give up temporarily to accomplish this?
4. How can others best help me, matching their abilities with the goals to be reached?
5. Set a plan and delegate responsibilities.
6. Carry out the plan.
7. Evaluate the results.
8. Show your genuine appreciation to all who helped and reward them.

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COMPETENCY

Leadership: Getting others to cooperate and channel their efforts toward a common goal

In order to accomplish goals, an effective leader knows and practices the following:

STEPS IN LEADERSHIP DECISION MAKING

1. What do I want done?

2. What are my options or ways to accomplish this? (List as many as possible.)

3. What am I willing to give up temporarily to accomplish this?

4. How can others best help me, matching their abilities with the goals to be reached?

5. Set a plan and delegate responsibilities.

6. Carry out the plan.

7. Evaluate the results.

8. Show your genuine appreciation to all who helped and reward them.

COMPETENCY

Leadership: Getting others to cooperate and channel their efforts toward a common goal

Make a transparency of the eight steps in decision making. Make copies of the student worksheet with blanks for student to fill out as an activity while having a class discussion of the steps.

After discussion of the steps and completion of the student worksheet, have the student follow the worksheet to solve a problem in a group.

COMPETENCY

Leadership: Getting others to cooperate and channel their efforts toward a common goal

Fill in the blanks with the correct terms.

In order to accomplish goals, an effective leader knows and practices the following:

1. _____ do I want _____?
2. What are my _____ or ways to _____ this?

   (List as many as possible.)

3. What am I willing to _____ temporarily to _____ this?
4. How can others best _____ me, _____ their _____ with the goals to be _____?
5. Set a _____ and _____ _____.
6. _____ out the _____.
7. _____ the _____.
8. Show your genuine _____ to all who _____ and _____ them.

COMPETENCY

Leadership: Getting others to cooperate and channel their efforts toward a common goal

Fill in the blanks with the correct terms.

In order to accomplish goals, an effective leader knows and practices the following:

STEPS IN DECISION MAKING

1. *What* do I want *done*?
2. What are my *options* or ways to *accomplish* this? (List as many as possible.)

3. What am I willing to *give up* temporarily to *accomplish* this?
4. How can others best *help* me, *matching* their *abilities* with the goals to be *reached*?
5. Set a *plan* and *delegate responsibilities*.
6. *Carry* out the *plan*.
7. *Evaluate* the *results*.
8. Show your genuine *appreciation* to all who *helped* and *reward* them.

INTERPERSONAL RELATIONSHIPS **ACTIVITY B**

COMPETENCY

Leadership: Getting others to cooperate and channel their efforts toward a common goal

You have been named in charge of the Christmas dance for the school. Following the STEPS IN DECISION MAKING, what will you do?

COMPETENCY

Leadership: Getting others to cooperate and channel their efforts toward a common goal

Make a transparency of the STEPS IN LEADERSHIP DECISION MAKING and discuss them. Divide the class into workable groups (or individually) and give a problem to solve using the steps as a guide.

For example, work out a time sheet for a restaurant open seven days a week that employees these students the following hours:

Mary--20 hours (can only work 4 p.m. → 10 p.m.).

Steven--30 hours (can only work 5 p.m. → 10 p.m.).

Charles--22 hours (can only work 2 p.m. → 6 p.m. and not on Mondays).

COMPETENCY

Leadership: Getting others to cooperate and channel their efforts toward a common goal

Mary: Monday--Tuesday--Wednesday--Friday
5 p.m. → 10 p.m. = 20 hours

Steven: Monday--Wednesday--Thursday--Friday--Saturday--Sunday
5 p.m. → 10 p.m. = 30 hours

Charles: Tuesday--Wednesday--Thursday--Friday
2 p.m. → 6 p.m. = 16 hours

Saturday--Sunday
3 p.m. → 6 p.m. = 6 hours (Total hours = 22)

COMPETENCY

Leadership: Getting others to cooperate and channel their efforts toward a common goal

Have student write in his/her own words the steps to leadership problem-solving without looking at the notes.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Loyalty: Standing up for personal values and fully supporting supervisors

PERFORMANCE OBJECTIVE

Upon completion of instruction, the student will rate evaluative statements demonstrating to the instructor's satisfaction an understanding of the concept of loyalty.

INSTRUCTIONAL ACTIVITY

A. Instruct student to illustrate personal examples of loyalty in class discussion.

INSTRUCTIONAL MATERIALS REQUIRED

Index cards
Chalkboard
Chalk

EVALUATION

The student will rate a series of statements relating to loyalties on a continuum of 1 to 5. (1 = disloyal; 5 = loyal)

COMPETENCY

Loyalty: Standing up for personal values and fully supporting supervisors

Loyalty is standing up for personal values and supporting the actions and views of a supervisor even if one doesn't agree. Loyalty is an internal feeling of being faithful to religion, country, school, or employer as well as parents, family, and friends. This may mean even defending that loyalty.

The concept of loyalty in the working situation comes after personal loyalties have been clarified. Loyalty on the job also includes not undermining the supervisor or teacher by gossiping.

COMPETENCY

Loyalty: Standing up for personal values and fully supporting supervisors

Using the provided definition of loyalty, write the words on individual index cards. Let each student place a card in order with the others to form a definition. Discuss the concept of loyalty and how it affects people.

COMPETENCY

Loyalty: Standing up for personal values and fully supporting supervisors

Ask the question *"What can you be loyal to?"* List areas of loyalty on the board as provided by the class.

For example, you can be loyal to your girlfriend/boyfriend.
your teacher.
your school.
your family.
your parents.
your religion.
your country.
your club.
your football team.

Have each student choose one loyalty area and write a sentence illustrating this loyalty. Discuss several of the students' responses. Now ask each student to write a sentence illustrating loyalty to an employer/supervisor. Collect responses and determine students' comprehension of the loyalty concept. Encourage the class to be more aware of displays of loyalties in their personal lives and/or on the job.

INTERPERSONAL RELATIONSHIPS **EVALUATION**

COMPETENCY

Loyalty: Standing up for personal values and fully supporting supervisors

Rank each statement from 1 (disloyal) to 5 (loyal).

Disloyal Loyal
1 2 3 4 5

_____ 1. Marty decides to work overtime when help is needed.

_____ 2. As a student you have learned the words of your alma mater.

_____ 3. Mr. Jones joins a fellow worker in complaining about his job.

_____ 4. You have a date for Friday and someone else you really like calls you. You agree to break your first date and go out with the new one.

_____ 5. Susie says she is going to her family reunion instead of water skiing with a friend.

_____ 6. Joe Cool, quarterback, was not featured in the local sports write-up of last Friday's Homecoming game. He threatened to quit the team.

_____ 7. Johnnie says he is not going to the post office to register for the draft on his 18th birthday.

_____ 8. When discussing grades with her friends, Latonya defends Mrs. Smith's fairness.

INTERPERSONAL RELATIONSHIPS **EVALUATION KEY**

COMPETENCY

Loyalty: Standing up for personal values and fully supporting supervisors

Rank each statement from 1 (disloyal) to 5 (loyal).

Disloyal Loyal
1 2 3 4 5

_5_ 1. Marty decides to work overtime when help is needed.

_5_ 2. As a student you have learned the words of your alma mater.

_1_ 3. Mr. Jones joins a fellow worker in complaining about his job.

_1_ 4. You have a date for Friday and someone else you really like calls you. You agree to break your first date and go out with the new one.

_5_ 5. Susie says she is going to her family reunion instead of water skiing with a friend.

_1_ 6. Joe Cool, quarterback, was not featured in the local sports write-up of last Friday's Homecoming game. He threatened to quit the team.

_1_ 7. Johnnie says he is not going to the post office to register for the draft on his 18th birthday.

_5_ 8. To her friends, Latonya defends Mrs. Smith's fairness.

NOTE: Answers may vary.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Maintenance: Providing safety and general housekeeping

PERFORMANCE OBJECTIVE

The student will be able to identify safety hazards in the lab/shop.

INSTRUCTIONAL ACTIVITIES

A. Assign student to examine lab/shop safety pictures to determine work and safety hazards.
B. Instruct student to analyze classroom/lab for safety hazards.

INSTRUCTIONAL MATERIALS REQUIRED

Individual copies of handout

EVALUATION

The student will list ten lab/shop safety hazards.

COMPETENCY

Maintenance: Providing safety and general housekeeping

A safety hazard could be a tool that is working efficiently but used incorrectly. A hazard also could be a poorly maintained tool, trash, or electrical cords. In general, a hazard is any source of danger.

The student should be encouraged to clean up immediately and be aware of possible hazardous situations.

COMPETENCY

Maintenance: Providing safety and general housekeeping

Find and list the hazards in the picture. Explain how the hazards can be corrected.

HAZARD	WHAT TO DO ABOUT IT

COMPETENCY

Maintenance: Providing safety and general housekeeping

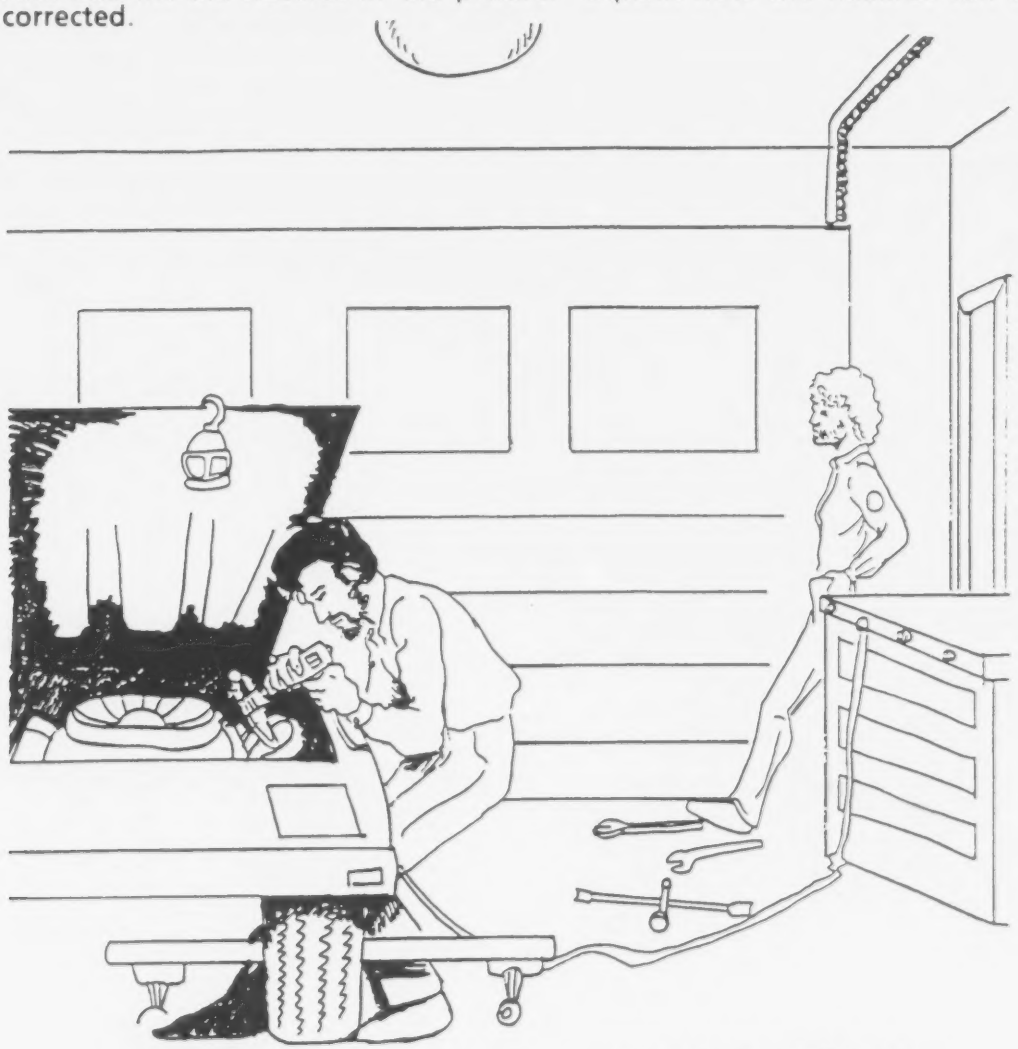
Find and list the hazards in the picture. Explain how the hazards can be corrected.

HAZARD	WHAT TO DO ABOUT IT
spill on floor	*wipe up immediately*
pan handle sticking out	*turn handle inward*
knife blade standing upward in drain	*turn blade point downward*
reaching without proper step stool	*use step stool*

COMPETENCY

Maintenance: Providing safety and general housekeeping

Find and list the hazards in the picture. Explain how the hazards can be corrected.



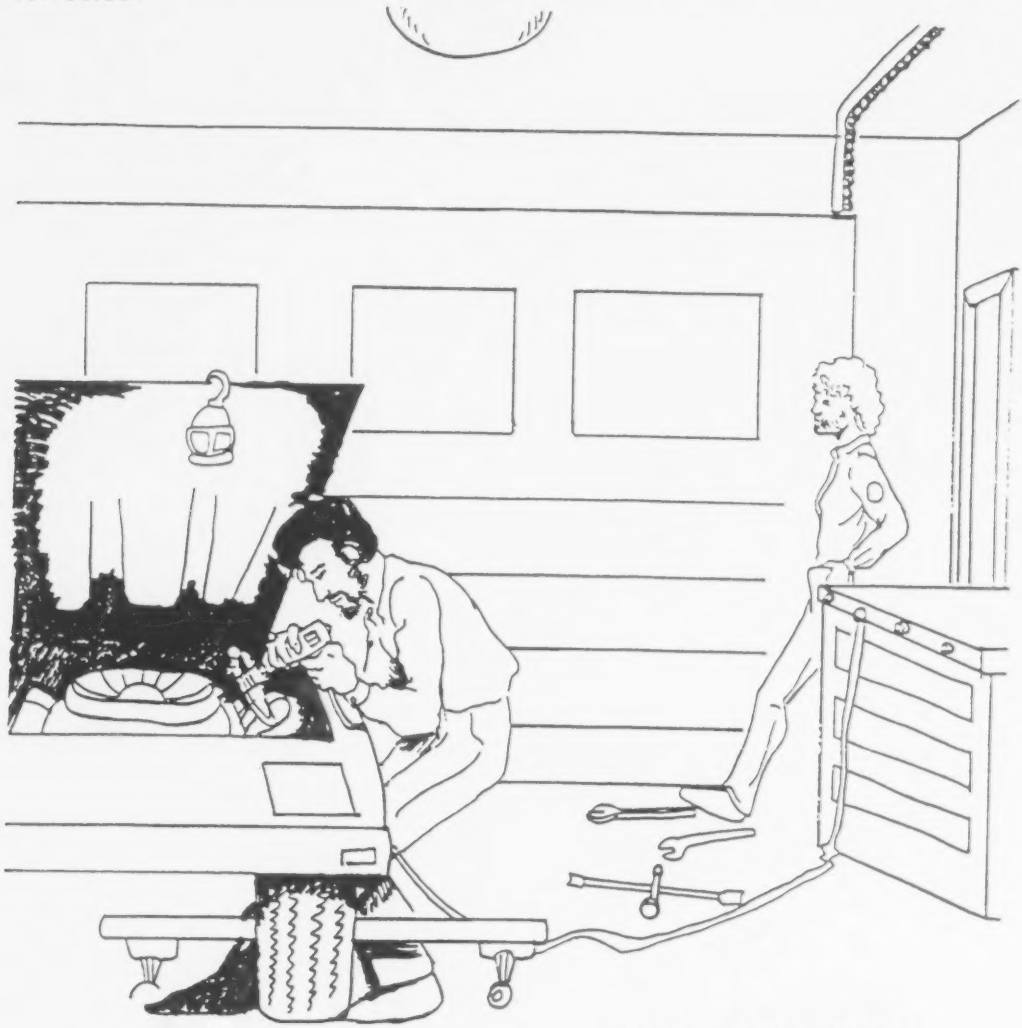
HAZARD	WHAT TO DO ABOUT IT

ACTIVITY A-2 KEY
STUDENT WORKSHEET

COMPETENCY

Maintenance: Providing safety and general housekeeping

Find and list the hazards in the picture. Explain how the hazards can be corrected.



HAZARD	WHAT TO DO ABOUT IT
tools on floor	*keep tools in tool box*
dolly in dangerous position	*move until needed*
no safety glasses	*wear when using power hand tool*
improper ventilation	*open door if car is running*
extension cord across aisle	*suspend overhead or in floor track*

COMPETENCY

Maintenance: Providing safety and general housekeeping

Find and list the hazards in the picture. Explain how the hazards can be corrected.

HAZARD	WHAT TO DO ABOUT IT

BEST COPY AVAILABLE

COMPETENCY

Maintenance: Providing safety and general housekeeping

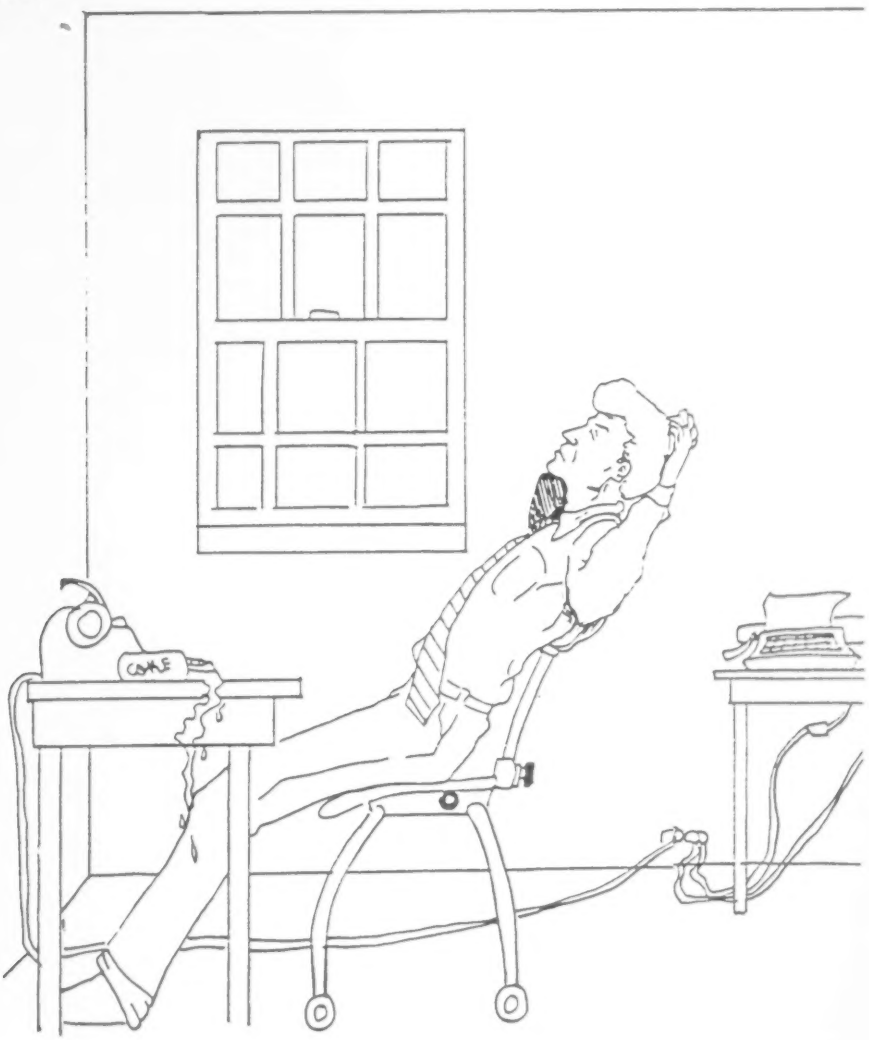
Find and list the hazards in the picture. Explain how the hazards can be corrected.

HAZARD	WHAT TO DO ABOUT IT
overloaded outlet	*install more outlets*
shavings on floor (fire hazard)	*collect properly*
no safety glasses	*use safety glasses or shield*
operating two tools simultaneously	*operate only one at a time*
sleeves are long and wide	*band sleeves*
improper shoes	*use safety-toed shoes*

COMPETENCY

Maintenance: Providing safety and general housekeeping

Find and list the hazards in the picture. Explain how the hazards can be corrected.



HAZARD	WHAT TO DO ABOUT IT

ACTIVITY A-4 KEY
STUDENT WORKSHEET

COMPETENCY

Maintenance: Providing safety and general housekeeping

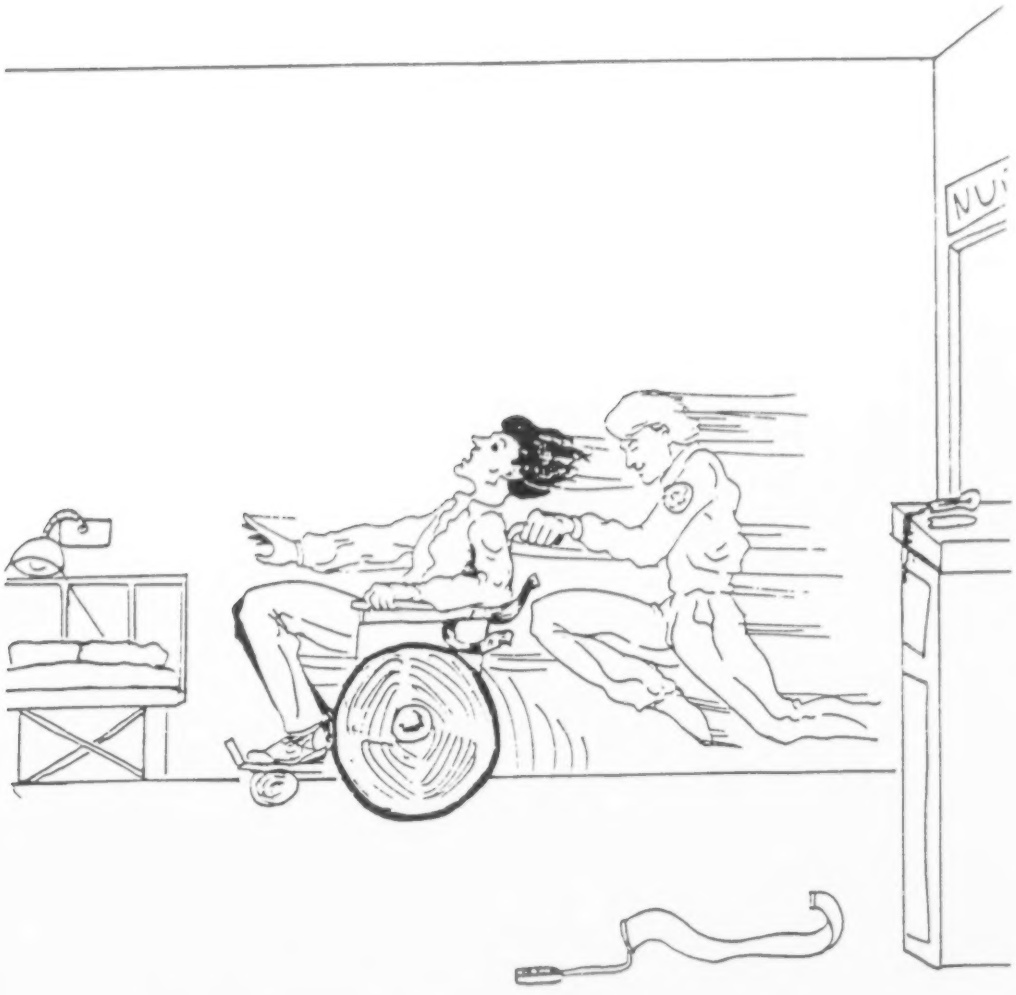
Find and list the hazards in the picture. Explain how the hazards can be corrected.

HAZARD	WHAT TO DO ABOUT IT
two-legged chair	*use chair with five legs for stability*
overloaded outlet	*use surge box or install more outlets*
cord extended across room	*move equipment or install more outlets*
spilled beverage	*avoid food and beverages around equipment*

COMPETENCY

Maintenance: Providing safety and general housekeeping

Find and list the hazards in the picture. Explain how the hazards can be corrected.



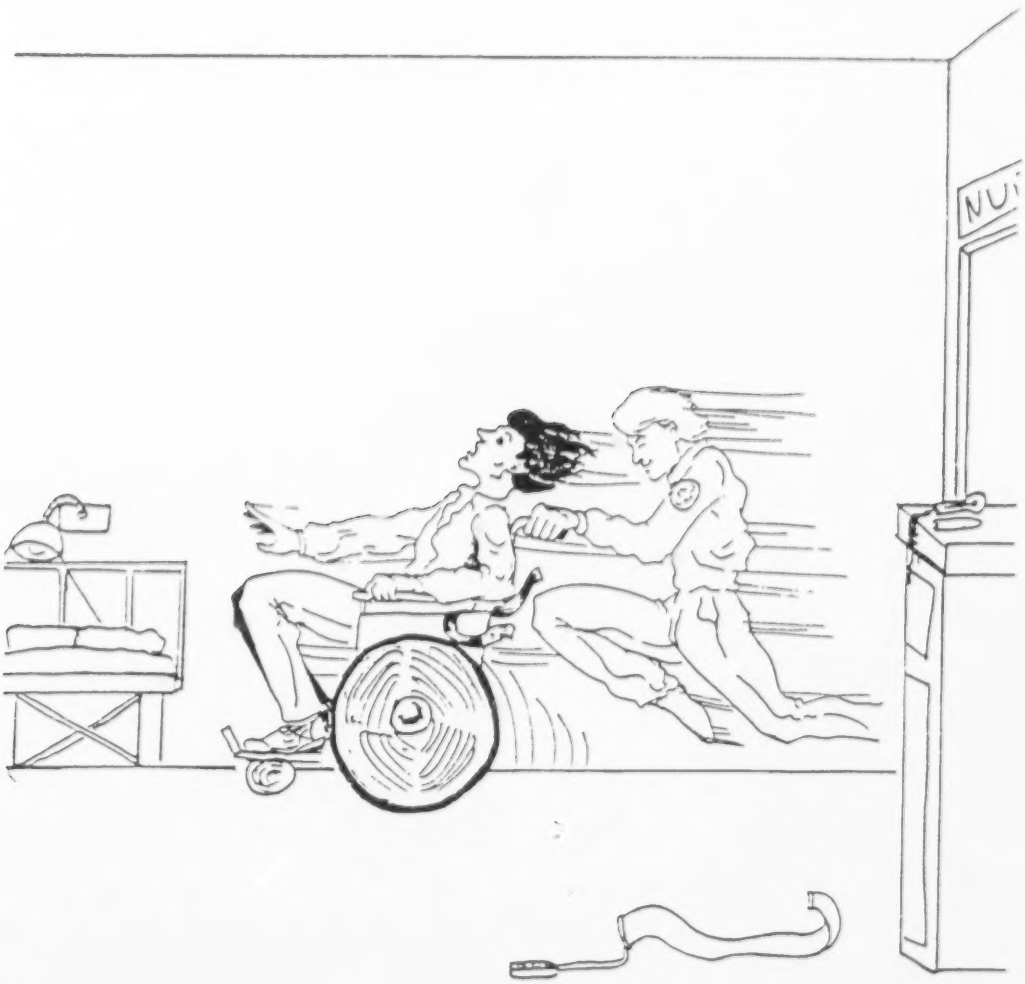
HAZARD	WHAT TO DO ABOUT IT

BEST COPY AVAILABLE

COMPETENCY

Maintenance: Providing safety and general housekeeping

Find and list the hazards in the picture. Explain how the hazards can be corrected.



HAZARD	WHAT TO DO ABOUT IT
speed of wheelchair	*walk*
unattached seat belt	*use seat belt if present*
equipment on floor	*store properly*
broken thermometer on counter	*discard promptly and properly*

INTERPERSONAL RELATIONSHIPS ACTIVITY B

COMPETENCY

Maintenance: Providing safety and general housekeeping

Ask the student to look around the lab to identify lab/shop safety hazards. The student should discuss how the lab/shop can be changed to improve these safety hazards.

Make a chart for the shop, listing the hazards found, the solutions, and the dates. Reward the student who locates and offers solutions to hazards found in your classroom/lab. Award bonus grade points, privileges, etc., to make the student aware that safety is an ongoing, continuous process.

COMPETENCY

Maintenance: Providing safety and general housekeeping

Describe below ten occupational safety hazards and what can be done to correct each one.

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

INTERPERSONAL RELATIONSHIPS EVALUATION KEY

COMPETENCY

Maintenance: Providing safety and general housekeeping

Answers vary according to shop/lab/classroom areas. Refer students to posted safety regulations.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Perseverance: Continuing difficult tasks until completed

PERFORMANCE OBJECTIVE

Upon completion of the lesson, the student will determine qualities needed to persevere.

INSTRUCTIONAL ACTIVITIES

A. Use motivational quotes weekly to encourage perseverance.
B. Instruct student to persevere to complete a puzzle to achieve satisfaction.

INSTRUCTIONAL MATERIALS REQUIRED

Quotes on posters (Activity A)
Puzzles of various types (Activity B)

EVALUATION

The student will list and describe the qualities needed to successfully persevere.

COMPETENCY

Perseverance: Continuing difficult tasks until completed

Perseverance is the quality within humans that drives a person to complete a task or a goal. Perseverance is an abstract idea that must be developed in a student beginning with small tasks. Do not accept incomplete tasks. Encourage each student to finish and then praise him/her. This builds pride and determination--major components of perseverance. Then give more complex/longer tasks to be completed. Reward the completion with public praise and tell the student about the pride in a job complete and well done. Use the words "perseverance pays."

Point out the components needed to persevere: determination, pride, asking for help when needed without asking for someone else to do the job, knowing exactly what is to be done, etc.

INTERPERSONAL RELATIONSHIPS **ACTIVITY A**

COMPETENCY

Perseverance: Continuing difficult tasks until completed

At the beginning of each week, write an encouraging quote on the chalkboard or put a poster or computer generated banner on the wall. Add to this list. Ask your class to tell you what the quote means.

****

Finish the job or the job will finish you.

****

The surest way not to fail is to determine to succeed.

****

You cannot keep a quitter from quitting or a winner from winning.

****

Your improvement is in proportion to your effort.

****

You must climb the tree and go out on a limb to reach the fruit.

****

Nothing is worth making if it does not make the man.

****

A great person has purpose; others have wishes.

****

"I would, but . . ."
Get out of the "woulds" to accomplish the goal.

****

Perseverance is failing nineteen times and succeeding the twentieth.

****

Be not simply good, but good for something.
--Thoreau

****

COMPETENCY

Perseverance: Continuing difficult tasks until completed

Collect puzzles of different types such as Rubics cubes, crossword puzzles, and picture puzzles, all of which require concentration. Allow students to work for a set time and then stop. Each student will be at a different degree of completion. Ask how they feel. (Some will be glad you stopped them; others want more time to finish.) Compare this to on-the-job completion of tasks--they feel frustrated if they have not finished. Explain that perseverance is what is making them want to finish--it is an internal drive to complete a job/task through to the end.

Have students give qualities that pertain to perseverance (determination, pride, asking for assistance when needed, knowing what exactly is to be done, etc.)

Relate perseverance to an assignment in your class.

Allow them to finish. Those who were frustrated can pair up with others for help.

INTERPERSONAL RELATIONSHIPS EVALUATION

COMPETENCY

Perseverance: Continuing difficult tasks until completed

List and describe the qualities that have helped someone you know persevere to complete a difficult task.

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Reliability: Doing assigned tasks without constant supervision

PERFORMANCE OBJECTIVE

After completing the activity, the student will be able to correctly use synonyms for the word *reliability*.

INSTRUCTIONAL ACTIVITY

A. Instruct student to use synonyms (similar words) to define the word *reliability* and use antonyms (opposites) to show understanding of the concept of reliability.

INSTRUCTIONAL MATERIALS REQUIRED

Dictionary
Dictionary of synonyms
Individual copies of activity

EVALUATION

The student will be able to explain the term *reliability* by using two synonyms for the term correctly.

COMPETENCY

Reliability: Doing assigned tasks without constant supervision

Reliability could be expressed in an employee who does assigned tasks without constant supervision.

Synonyms (same) for reliability could be the following:

Trustworthy
Secure
Infallible
Faithful
Confident
Dependable
Reliable
Assured
Expected

Antonyms (opposite) for reliability could be the following:

Suspicious
Hesitant
Uncertain
Discredit
Suspect
Mistrust
Doubt
Give up

COMPETENCY

Reliability: Doing assigned tasks without constant supervision

RELIABILITY

Place a synonym for the term *reliability* in each block. In the same block, write a sentence using the synonym. Relate the sentence to a work or school situation. Feel free to use a dictionary or a dictionary of synonyms for help.

A.	B.	C.
D.	E.	F.
G.	H.	I.

COMPETENCY

Reliability: Doing assigned tasks without constant supervision

SYNONYMS:

- Trustworthy
- Secure
- Infallible
- Faithful
- Confidence
- Depend upon
- Reliance
- Assurance
- Expectation

COMPETENCY

Reliability: Doing assigned tasks without constant supervision

Repeat the instructions for this activity using antonyms instead of synonyms in the blocks below.

A.	B.	C.
D.	E.	F.
G.	H.	I.

COMPETENCY

Reliability: Doing assigned tasks without constant supervision

ANTONYMS:

- Suspicion
- Hesitation
- Uncertainty
- Discredit
- Suspect
- Mistrust
- Doubt
- Give up

COMPETENCY

Reliability: Doing assigned tasks without constant supervision

Identify the synonyms of the word *reliability* with an asterisk (*) on the line.

_____ Secure

_____ Infallible

_____ Flighty

_____ Faithful

_____ Predictable

_____ Unerring

_____ Doubt

_____ Honest

_____ Suspicious

_____ Dependable

_____ Trustworthy

_____ Safe

_____ Steadiness

_____ Uncertain

_____ Soundness

_____ Integrity

Write a paragraph about yourself using the synonyms for reliability. Underline each synonym.

INTERPERSONAL RELATIONSHIPS **EVALUATION KEY**

COMPETENCY

Reliability: Doing assigned tasks without constant supervision

Identify the synonyms of the word *reliability* with an asterisk (*) on the line.

* Secure
* Infallible
____ Flighty
* Faithful
* Predictable
* Unerring
____ Doubt
* Honest
____ Suspicious
* Dependable
* Trustworthy
* Safe
* Steadiness
____ Uncertain
* Soundness
* Integrity

Paragraph using synonyms for reliability
(varies)

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Tact: Being careful not to hurt others' feelings or cause anger

PERFORMANCE OBJECTIVE

Upon completion of instruction, the student will rate evaluative statements demonstrating an understanding of tact and improved behavior.

INSTRUCTIONAL ACTIVITIES

A. Instruct student to analyze given situations.
B. Instruct student to write letters giving tactful advice.
C. Instruct student to prepare skits demonstrating lack of tact.

INSTRUCTIONAL MATERIALS REQUIRED

Chalkboard
Chalk
Copies of evaluation
Copies of illustrations

EVALUATION

The student will identify statements as either tactful or untactful.

COMPETENCY

Tact: Being careful not to hurt others' feelings or cause anger

Definition--*tact*--the ability to say the right thing at the right time to a person; skill in dealing with difficult situations.

How does being tactful make for a better employee? Would an employee want to offend a customer who does several thousand dollars of business each month? Lack of tact can be expensive.

Here are some suggestions to improve tact:

1. Use the sandwich method--tell them something true and good, then the negative message, and finish with an honest compliment.

2. Use open-ended statements such as "I'm wondering if . . . " "Would you consider . . ."

3. Don't argue with difficult people. Allow them to vent their feelings and then try to come to an agreement.

4. Remember, other people have feelings just as you do.

COMPETENCY

Tact: Being careful not to hurt others' feelings or cause anger

Analyze these situations:

1. What would be the tactful way to tell your customer, without insulting him, that his stalled car was simply out of gas?

2. How would you tell a friend he/she needed to use more deodorant?

INTERPERSONAL RELATIONSHIPS **ACTIVITY B**

COMPETENCY

Tact: Being careful not to hurt others' feelings or cause anger

Divide the class into groups. Have each group write a letter to Ann Landers for advice about a situation. (The situation can be identified by the group or the teacher.) Exchange the letters and have the other groups reply in writing. Post letters and answers on the bulletin board.

INTERPERSONAL RELATIONSHIPS **ACTIVITY C**

COMPETENCY

Tact: Being careful not to hurt others' feelings or cause anger

Divide class into workable groups. Have each group choose a leader. The group's goal is to develop a short skit or presentation illustrating a situation not using tact. Allow others to make suggestions for using tact. These can be previous situations they have experienced, or they can make up new situations about home, school, or work.

COMPETENCY

Tact: Being careful not to hurt others' feelings or cause anger

Label each statement **T** for tactful or **U** for untactful. Rewrite any untactful statements.

_____ 1. For a fat girl, you don't sweat much!

_____ 2. Are you playing football? Your shoulder pads are showing.

_____ 3. I'll move the trash can closer to you to make it easier to discard the medicine wrapper.

_____ 4. Did you mess up? Then clean up!

_____ 5. I'm wondering, do you have gum in your mouth during class?

_____ 6. Ugly is only skin deep for some girls, but for you it goes clear to the bone!

_____ 7. I want to know right now--did you steal my money?

_____ 8. Your car smells like cigars!

_____ 9. I know you really studied hard for this test, but perhaps I can offer some suggestions to help you find the important facts.

_____ 10. You're working really hard; would you like some help?

_____ 11. You really need to try another brand of deodorant.

_____ 12. I'm wondering, would you like to use some of my breath spray?

INTERPERSONAL RELATIONSHIPS **EVALUATION KEY**

COMPETENCY

Tact: Being careful not to hurt others' feelings or cause anger

Label each statement **T** for tactful or **U** for untactful. Rewrite any untactful statements.

U 1. For a fat girl, you don't sweat much!

T 2. Are you playing football? Your shoulder pads are showing.

T 3. I'll move the trash can closer to you to make it easier to discard the medicine wrapper.

U 4. Did you mess up? Then clean up!

T 5. I'm wondering, do you have gum in your mouth during class?

U 6. Ugly is only skin deep for some girls, but for you it goes clear to the bone!

U 7. I want to know right now--did you steal my money?

U 8. Your car smells like cigars!

T 9. I know you really studied hard for this test, but perhaps I can offer some suggestions to help you find the important facts.

T 10. You're working really hard; would you like some help?

T 11. You really need to try another brand of deodorant.

T 12. I'm wondering, would you like to use some of my breath spray?

INTERPERSONAL RELATIONSHIPS

COMPETENCY

Time Management: Using time efficiently

PERFORMANCE OBJECTIVE

The student will be able to prioritize tasks for completion.

INSTRUCTIONAL ACTIVITY

A. Assign student to keep a "Time Management: Using time efficiently" log and prioritize items. (NOTE: It is suggested that you start this activity at the beginning of the week, supervise during the week, and discuss the evaluation at the end of the week.)

INSTRUCTIONAL MATERIALS REQUIRED

"Time Management: Using time efficiently" sheets (four--stapled together--for each student)

EVALUATION

The student will analyze a method to manage time.

COMPETENCY

Time Management: Using time efficiently

TIME--there is never enough time and we cannot make more time, so we must use what we have more wisely. A student needs to learn to place a priority value on each task to be done and complete the tasks in order of priority within the time available.

Obtain several copies of current time management books for classroom resource use or student presentations.

COMPETENCY

Time Management: Using time efficiently

Give each student four "Time Management: Using time efficiently" sheets. On one sheet,tell him/her to list in Column A all of the things to be done (school, school work, job, personal tasks, community activities, etc.). (Allow 5 - 10 minutes.)

In Column B--by each item, tell how long it would take to complete the item. (Allow 3 - 5 minutes.)

In Column C--put "A" if it must be done immediately, "B" if it is important, and "C" if it can wait. (Allow 3 - 5 minutes.)

In Column D--look at all of the tasks marked "A," "B," and "C." Rewrite the list in Column D by starting with those items marked "A." Prioritize all of the "A's." Then put all of the "B's" in order, then "C's." Leave room on paper between groups. (Allow 3 - 5 minutes.)

Strike through each task when completed. Using the other sheets, do this each day for three more days. On the fifth day, discuss what happened to "A's," "B's," and "C's." Example: "B's" moved to "A's." Could time have been used more wisely?

COMPETENCY

Time Management: Using time efficiently

Student _____

Day No. _____

Column A TASKS	Column B TIME	Column C RANK	Column D LIST

INTERPERSONAL RELATIONSHIPS **EVALUATION**

COMPETENCY

Time Management: Using time efficiently

Summarize your "Time Management: Using time efficiently" log. Staple this sheet on top of your worksheets and give to your instructor.

What types of tasks did you rank as "A's," "B's," and "C's"?

Was the number of tasks in each group about equal? How many items did you not get done?

What ways can you better organize your time?